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Academic year 2026-27

Policy owner	Headteacher: Gemma Lingham
Reviewed	6 th September 2026
Approved by	Governors – 22 nd September 2026
Next review	September 2027, or earlier if statutory/local guidance changes
Key related policies	Behaviour; Safeguarding and Child Protection; SEND; Equality; Attendance; Complaints

1. Purpose and statutory basis

High Ercall Primary School aims to include, support and safeguard every pupil. Suspension and permanent exclusion are lawful disciplinary measures, but they will be used only when warranted by the facts, after proper consideration of the individual pupil and the impact on the school community.

This policy follows the Department for Education's statutory guidance, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026). It should be read with the school's behaviour policy and the current versions of Keeping Children Safe in Education (KCSIE), the Equality Act 2010, the SEND Code of Practice, the EYFS statutory framework, attendance guidance and Telford & Wrekin local procedures.

Terminology: The statutory term is suspension (formerly fixed-period or fixed-term exclusion). An internal removal is not a suspension and must not be recorded or described as one.

2. Scope and principles

- Only the headteacher (or acting headteacher) may suspend or permanently exclude a pupil on disciplinary grounds.
- The decision will be lawful, rational, reasonable, fair, proportionate and based on the civil standard of proof: whether it is more likely than not that the event occurred.
- The pupil will be given an age-appropriate opportunity to express their views, taking account of their age and understanding, unless this is not practicable in the immediate circumstances.
- The headteacher will consider contributing factors, including bullying, harassment, bereavement, mental health, communication needs, SEND, disability, trauma, exploitation and safeguarding risk.
- The school will not use suspension or exclusion because of academic attainment, attendance, unmet need, or the action or inaction of a parent. A parent's refusal to agree to a managed move is not grounds for exclusion.
- There will be no informal, unofficial or unlawful exclusion. Sending a pupil home for disciplinary reasons, including for part of a day, must be recorded as a formal suspension and statutory procedures followed.
- The school will not extend a suspension or convert it into permanent exclusion. A further decision may be made only in exceptional circumstances, supported by new reasons or evidence and separately notified.

3. Prevention, early help and support

The school will use its graduated response to identify need early and remove barriers to learning and wellbeing. Depending on the pupil, this may include reasonable adjustments, restorative work, pastoral support, an individual behaviour or risk plan, SEN support, external agency advice, early help, a multi-agency meeting, an interim review of an EHC plan, or additional safeguarding measures. Support will be reviewed for impact, not merely listed.

Patterns will be monitored by pupil and group, including SEND, disability, disadvantage, ethnicity, sex, children known to social care, looked-after and previously looked-after children. Governors will challenge disproportionality and the effectiveness of prevention and reintegration.

4. Internal removal

Removal from a classroom may be used in line with the behaviour policy for a limited period, with appropriate supervision, meaningful education and continued access to support. It will not be used as an informal exclusion or solely to manage unmet SEND. Parents will be informed where the behaviour policy requires. Time out of class will be recorded and reviewed for patterns and impact.

5. Grounds and types of exclusion

5.1 Suspension

A pupil may be suspended for one or more fixed periods, including part-days, up to a maximum total of 45 school days in one academic year. A suspension will be for the shortest period consistent with the circumstances, but its length will not be reduced simply to avoid governing-board review duties or arranging suitable full-time education from the sixth school day.

5.2 Permanent exclusion

Permanent exclusion will be used only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Both elements of this statutory test must be met.

Examples of behaviour that may warrant consideration include serious or threatened violence, sexual violence or harassment, persistent bullying, serious discriminatory harassment, possession or supply of an illegal drug, possession of a weapon, or other conduct creating serious harm. This list is illustrative: the individual facts, context and pupil's needs will always be considered.

6. Investigation and decision-making

1. Secure immediate safety and welfare; involve the DSL and emergency services where required.
2. Investigate promptly and fairly. Record evidence, accounts, context, the pupil's views, and any challenge to the evidence. Do not delay a necessary safeguarding referral while investigating discipline.
3. Apply the balance-of-probabilities standard and consider whether evidence is reliable and sufficient.
4. Consider proportionality, previous support, contributing factors, equality duties, SEND duties, safeguarding, the likely effect of exclusion and reasonable alternatives.
5. Record the reasons, duration (for suspension), start date, evidence considered, pupil's views, adjustments and advice obtained. The decision must be the headteacher's; consultation does not fetter that discretion.
6. Make safe arrangements for the pupil to leave. A pupil must never be sent home without formal notification and appropriate supervision arrangements.

7. SEND, disability, equality and vulnerable pupils

The school will comply with the Equality Act 2010, including the duty to make reasonable adjustments and the Public Sector Equality Duty, and with its duties under the Children and Families Act 2014. The headteacher will consult the SENCo where SEND may be relevant and consider whether provision is being implemented and remains suitable.

- For a pupil with an EHC plan, the school will consider an early or emergency annual review and involve Telford & Wrekin SEND services where appropriate. Permanent exclusion should not be used as a substitute for arranging suitable provision.
- Where a pupil has a social worker, the headteacher should involve the social worker, DSL and parents early if exclusion is a risk, and must notify the social worker without delay when exclusion occurs.
- For a looked-after child, the designated teacher will contact the Virtual School Head as soon as exclusion is a possibility, review the PEP and seek additional support. The Virtual School Head must be notified without delay of any exclusion.
- For a previously looked-after child, the school may seek advice from the Virtual School Head and will involve parents and relevant professionals.
- The school will consider the safeguarding effect of lost protective contact with school, including risks of exploitation, serious violence, harmful sexual behaviour, self-harm or harm at home or in the community.

8. EYFS children

For children in the EYFS, behaviour will be understood in the context of development, communication, attachment, additional need and emotional regulation. Staff will support, understand and manage behaviour in an appropriate way. No punishment may be used or threatened that could negatively affect a child's wellbeing. Any physical intervention will follow the school's policy and EYFS recording and parent-notification requirements.

Before suspension or permanent exclusion, the headteacher will consider the child's age, limited control over attendance, the effect on learning and safeguarding, reasonable adjustments, partnership with parents, and whether early-years or SEND assessment and multi-agency support should be strengthened. Statutory exclusion procedures still apply to enrolled pupils.

9. Notification and records

The headteacher will notify parents without delay, initially by telephone or in person where possible, followed without delay by written notice. The notice will use plain language and include the reason, start date and duration (if a suspension), parents' duties during the first five school days, education arrangements, the right to make representations, how and by when to do so, and relevant sources of free and impartial advice.

The headteacher must notify Telford & Wrekin Council without delay of every suspension and permanent exclusion, regardless of length. The governing board will be notified without delay where required by the regulations, including any permanent exclusion, any suspension taking the term total over 15 school days, or an exclusion causing the pupil to miss a public examination or national curriculum test. The governing board will receive termly summary data for all other suspensions.

Where applicable, the pupil's social worker and/or Virtual School Head will also be notified without delay. Records will be accurate, confidential, retained in line with the school's retention schedule, and reflected correctly in the attendance register.

10. Education during exclusion

- For the first five school days, the school will take reasonable steps to set suitable, accessible work and arrange for it to be marked. SEND duties and reasonable adjustments continue.
- For a suspension of more than five school days, the governing board must arrange suitable full-time education from the sixth school day.
- For permanent exclusion, Telford & Wrekin Council must arrange suitable full-time education from the sixth school day.
- The school will share safeguarding, SEND and welfare information securely and promptly with any alternative provider, monitor attendance, safety, behaviour and education, and retain oversight of pupils placed in alternative provision.
- Parents must ensure the pupil is not present in a public place during school hours on the first five school days without reasonable justification; the written notice will explain this duty.

11. Reintegration

After every suspension, the school will offer a reintegration meeting at or before return. The pupil will not be prevented from returning because a parent cannot or will not attend. The meeting will welcome the pupil back, listen to them, review needs and triggers, confirm adjustments and support, set proportionate expectations, repair relationships where appropriate, and agree how progress will be reviewed. A written reintegration plan will be used where helpful and shared with relevant staff.

12. Governing-board consideration and parents' rights

Circumstance	Board duty	Timescale
Permanent exclusion	Consider reinstatement	Within 15 school days of notice
Suspension(s) taking the term total above 15 days	Consider reinstatement	Within 15 school days of notice
Exclusion means missing a public exam or national curriculum test	Consider reinstatement and take reasonable steps to meet before the test	Within 15 school days; earlier if practicable
Suspension(s) taking the term total above 5 but below 16 days, and parents make representations	Consider reinstatement	Within 50 school days of notice
Five days or fewer in the term	Consider written representations; no power to direct reinstatement	Without avoidable delay

Parents and the pupil may make representations and may be accompanied by a friend or representative. The governing board will consider the headteacher's decision afresh, applying the statutory guidance and equality duties. Its outcome and reasons will be sent in writing without delay.

For a permanent exclusion upheld by the governing board, parents may apply for an independent review panel within 15 school days of notice of the board's decision (or of the final determination of a

discrimination claim, where applicable). They may request the attendance of a SEND expert. The decision letter will explain the procedure and Telford & Wrekin contact arrangements. Disability discrimination claims may be made to the First-tier Tribunal; other discrimination claims may be made to the county court, normally within six months.

13. Cancelling an exclusion

The headteacher may cancel a suspension or permanent exclusion only before the governing board has met to consider reinstatement. The headteacher must notify parents, the governing board and local authority without delay, and the social worker and/or Virtual School Head where relevant. Parents will be offered a meeting without delay, the pupil will return without delay, and days already missed will count toward the 45-day annual maximum. A permanent exclusion cannot be cancelled if this would take the pupil beyond that maximum.

14. Managed moves and off-site direction

A managed move is a voluntary, planned transfer to another school in the pupil's best interests. It requires informed agreement from the parents, the receiving school and this school; pressure or the threat of exclusion must not be used to secure agreement. Telford & Wrekin's Fair Access Protocol and current local processes will be followed. Where the pupil has an EHC plan, statutory procedures for amending the plan apply. The social worker, DSL and/or Virtual School Head will be involved as required.

Off-site direction is distinct from suspension, permanent exclusion and a managed move. Any use will follow the school's behaviour policy, statutory guidance and the current local protocol, with clear objectives, regular review and a plan for reintegration. It will not be used as a substitute for formal exclusion procedures.

15. Safeguarding and information sharing

KCSIE 2026 recognises repeated or prolonged absence and disrupted education as possible warning signs of abuse, neglect, exploitation, serious violence or other harm. The DSL will assess risk before, during and after exclusion; agree safe contact; make or update referrals; and ensure the child remains visible to professionals. If a parent does not collect a pupil, the school retains responsibility for welfare and will follow safeguarding procedures. Police or children's social care will be contacted only where the threshold for their involvement is met, not simply to enforce an exclusion.

When a pupil moves or attends alternative provision, the child protection file and other relevant safeguarding and welfare information will be transferred securely as early as possible. The DSL will confirm receipt and maintain appropriate liaison.

16. Monitoring, governance and Ofsted alignment

The headteacher will report at least termly to governors on the number and duration of suspensions, permanent exclusions, internal removals, repeat suspensions, cancelled exclusions, alternative provision and reintegration outcomes, analysed by relevant pupil groups. Governors will assure themselves that statutory notifications and education duties are met and will review whether sanctions are proportionate and whether barriers to learning or wellbeing are being addressed.

This reflects Ofsted's state-funded schools inspection toolkit for use from 7 September 2026: sanctions, including suspension and permanent exclusion, should be used proportionately and appropriately; pupils with barriers should be supported; suspended pupils should be reintegrated; and leaders should understand detailed data, inclusion and impact. Ofsted does not prescribe individual exclusion decisions, which remain governed by law and statutory guidance.

17. Complaints

The statutory representations and review routes above apply to exclusion decisions. The school's complaints procedure cannot overturn a suspension or permanent exclusion, but may consider complaints about matters not determined through the statutory process, such as alleged procedural or service failures. Safeguarding concerns should be raised immediately with the DSL or, where appropriate, Telford & Wrekin Family Connect.

18. Key references (current at 2 September 2026)

- [DfE: Suspension and permanent exclusion guidance \(effective 26 July 2026\)](#)
- [DfE: Keeping Children Safe in Education 2026](#)
- [DfE: EYFS statutory framework for group and school-based providers \(September 2026\)](#)
- [Ofsted: State-funded schools inspection toolkit \(September 2026\)](#)
- [Telford & Wrekin SEND Local Offer](#)
- [Telford & Wrekin Council website \(current local exclusion, Fair Access and safeguarding contacts\)](#)