



Coleridge Primary School

Suspension and permanent exclusion policy

September 2026

Review date: September 2028

1. Purpose and principles

Coleridge Primary School is committed to providing a safe, calm, inclusive and supportive environment in which every child can learn, thrive and achieve.

We expect high standards of behaviour and use a range of positive, preventative and supportive approaches to help children meet these expectations.

Suspension and permanent exclusion are serious measures. They will only be used when necessary, lawful, reasonable and proportionate, and in accordance with the school's Behaviour Policy and the Department for Education (DfE) statutory guidance.

Every decision will be based on the individual circumstances of the case. The school will consider:

- what happened and how serious it was;
- the impact on other pupils and staff;
- the child's age and understanding;
- the child's views, where appropriate;
- any relevant safeguarding concerns;
- whether the child has special educational needs (SEND) or a disability;
- whether the behaviour may be connected with SEND or disability;
- reasonable adjustments and other support already provided;
- whether further reasonable adjustments or support are needed; and
- whether suspension or permanent exclusion is a proportionate response.

The school will seek to maintain positive relationships with children and families throughout the process.

2. Types of exclusion

Suspension

A suspension means that a child is temporarily not allowed to attend school for a specified period.

A child may be suspended for one or more periods, but the total number of days a child may be suspended must not exceed **45 school days** in any one academic year.

Permanent exclusion

A permanent exclusion means that the child is no longer allowed to attend Coleridge Primary School.

Permanent exclusion may only be used where:

1. there has been a serious breach or persistent breaches of the school's Behaviour Policy; and
2. allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Internal removal

The school may, as part of its Behaviour Policy, require a child to work away from their usual class for a period of time. This is an internal school measure and is not a suspension.

Internal removal will be appropriately supervised and the child's SEND, disability and reasonable-adjustment needs will be considered.

Informal or unofficial exclusion

The school will never use an informal or unofficial exclusion.

For example, a parent will not be asked to keep their child at home to "cool off" without a formal suspension being recorded.

3. Preventing suspension and exclusion

The school will seek to understand and address the reasons for challenging behaviour wherever possible.

Support may include:

- clear and consistent behaviour expectations;
- positive recognition and reinforcement;

- restorative approaches where appropriate;
- pastoral support;
- individual behaviour support;
- working with parents and carers;
- listening to the child's views;
- SEND support and reasonable adjustments;
- attendance support;
- safeguarding support;
- specialist or multi-agency advice; and
- off-site direction or alternative provision where appropriate and lawful.

Where a child has received repeated suspensions, the Headteacher will consider whether suspension is an effective response and whether additional support or a different approach is needed.

The school recognises that behaviour can sometimes be a sign of an unmet need. Where appropriate, the SENCO and other professionals will be involved.

The school does not have to use every possible intervention before a suspension is issued. A serious incident may justify immediate suspension where the legal requirements are met.

4. Equality, SEND and reasonable adjustments

Coleridge Primary School will comply with the Equality Act 2010 and will not discriminate against pupils because of a protected characteristic.

The school will have particular regard to its duties concerning disability, including the duty to make reasonable adjustments.

Before deciding whether to suspend or permanently exclude a disabled child, the school will consider, where relevant:

- whether the child is disabled or may have an unmet SEND;
- whether the behaviour may arise from or be connected with the child's disability;
- whether reasonable adjustments have already been made;
- whether further reasonable adjustments are appropriate;
- whether the child's SEND provision is appropriate;
- whether additional support or assessment is needed; and
- whether the proposed sanction could be discriminatory.

The school will not suspend or permanently exclude a child simply because they have SEND or a disability, or because the school considers that it is unable to meet their needs.

The school will also have regard to its Public Sector Equality Duty and will monitor exclusion data to identify any concerning patterns or disproportionate impact on particular groups.

Further information about the school's approach to equality can be found in the school's Equality Policy.

5. Safeguarding and vulnerable children

Safeguarding is an important consideration in every exclusion decision.

The school will consider whether the incident or proposed exclusion indicates a safeguarding concern or could increase the child's vulnerability.

This may include consideration of:

- children in care and previously looked-after children;
- children with a social worker;
- children with SEND or disabilities;
- children experiencing mental health difficulties;
- children experiencing bullying;
- children affected by abuse, neglect or exploitation;
- children with significant attendance difficulties; and
- other circumstances affecting a child's welfare.

The Designated Safeguarding Lead will be involved where appropriate.

Suspension or permanent exclusion will not be used instead of appropriate safeguarding action.

The school will follow its Safeguarding and Child Protection Policy and relevant Haringey safeguarding procedures.

6. Making the decision

The Headteacher has the legal authority to suspend or permanently exclude a pupil.

Before making a decision, the Headteacher will consider the evidence and the circumstances of the incident.

Where appropriate, the child will be given an opportunity to explain what happened and express their views before a decision is made. The school will take account of the child's age, understanding, communication needs and SEND.

The child's views do not determine the outcome, but they are an important part of fair decision-making.

The Headteacher will make a decision that is lawful, reasonable, fair and proportionate.

7. Permanent exclusion

Permanent exclusion is a very serious step and will only be used where the statutory test is met.

The Headteacher must be satisfied that:

- the child has seriously breached, or persistently breached, the school's Behaviour Policy; and
- allowing the child to remain at school would seriously harm the education or welfare of the child or others.

The school will consider all relevant circumstances, including SEND, disability, safeguarding, reasonable adjustments and the child's individual circumstances.

A child will not be permanently excluded simply because the school believes that another school or setting would better meet their needs.

8. Informing parents and carers

Parents and carers will be told without delay if their child is suspended or permanently excluded.

The school will provide written information explaining:

- what happened and the reason for the decision;
- the length of a suspension, where applicable;
- the date the child can return;
- whether the exclusion is permanent, where applicable;
- parents' rights to make representations to the governing board;
- the relevant deadlines and procedures;
- arrangements for education during the suspension or following permanent exclusion;
- rights relating to an independent review following permanent exclusion, where applicable; and
- sources of free and impartial advice.

Information will be provided in an accessible way, taking account of parents' communication, language and disability needs.

The school will use current DfE and/or Haringey Council model letters and procedures where appropriate.

9. Education during a suspension

For the first five school days of a suspension, the school will provide appropriate work and take reasonable steps to ensure that it is accessible and achievable.

Where a suspension takes a child's total period of exclusion beyond five school days, the school will arrange suitable full-time education from the sixth school day, in accordance with statutory requirements.

The school will continue to consider the child's safeguarding, SEND, attendance and pastoral needs during the suspension.

10. Education following permanent exclusion

Following a permanent exclusion, Haringey Council is responsible for arranging suitable full-time education from the sixth school day, or sooner where required.

The school will cooperate with Haringey Council and provide relevant educational, SEND and safeguarding information to support appropriate arrangements.

11. Returning to school

The school will plan for a child's successful return following suspension.

A meeting with the child and parent/carers may be offered to discuss:

- what happened;
- the child's views;
- any underlying issues;
- support or reasonable adjustments;
- expectations for returning to school; and
- strategies to reduce the likelihood of further difficulties.

A reintegration meeting will not be made a condition of the child's return to school.

12. Governing board and Local Authority

The Headteacher will notify the governing board and Haringey Council of exclusions in accordance with statutory requirements.

The governing board has a statutory role in reviewing exclusions and will act independently and fairly.

Where required, the governing board will consider:

- the Headteacher's decision;

- evidence about the incident;
- representations from parents/carers;
- the child's views;
- SEND and disability considerations;
- reasonable adjustments;
- safeguarding;
- proportionality and fairness; and
- any other relevant circumstances.

The governing board will not simply approve the Headteacher's decision without considering the evidence and representations.

13. Challenging a suspension or permanent exclusion

Parents and carers have statutory rights to make representations to the governing board.

The school's written decision will explain:

- whether the governing board is required to consider the exclusion;
- how parents/carers can make representations;
- the relevant deadline; and
- what further rights apply.

Where a permanent exclusion is not overturned by the governing board, parents/carers have a right to request an independent review panel.

Parents normally have 15 school days from the date of the governing board's decision letter to request an independent review.

Parents can ask for a SEN expert to be appointed to the independent review panel, whether or not their child has been formally identified as having SEN.

The school will provide parents with information about free and impartial advice and the independent review process.

14. Managed moves

A managed move may be considered where it is in a child's best interests and could provide a successful fresh start at another mainstream school.

A managed move must be:

- voluntary;
- agreed by the parents/carers, the child where appropriate, the current school and the receiving school/admission authority;
- part of a planned intervention; and
- in the child's best interests.

A managed move must not be used as an informal exclusion or to pressure parents into moving their child.

There is no such thing as a "trial managed move". Where a temporary placement is needed to improve behaviour, the school will consider whether off-site direction is the appropriate statutory arrangement.

Coleridge Primary School will follow Haringey Council's current managed-move guidance.

15. Off-site direction

Where appropriate, the school may use off-site direction to help improve a child's future behaviour.

Off-site direction is different from exclusion. It is a temporary educational placement and must not be used simply as a punishment for past behaviour.

Where off-site direction is used, the school will:

- consider the child's individual needs, including SEND and health needs;
- set clear objectives;
- provide appropriate education;
- share relevant safeguarding and educational information;
- monitor and review the placement;
- involve parents/carers appropriately; and
- plan for reintegration or another appropriate next step.

The school will comply with the statutory requirements governing off-site direction.

16. Recording and monitoring

The school will keep accurate records of suspensions and permanent exclusions, including relevant information about:

- the reason for the decision;
- the child's views;
- SEND and disability considerations;
- reasonable adjustments;
- safeguarding considerations;
- support and interventions;
- parental representations;
- governing board decisions; and
- reintegration or subsequent arrangements.

The school will monitor exclusion data to identify patterns and consider whether changes are needed to behaviour practice, SEND support, reasonable adjustments, safeguarding or other provision.

17. Related policies

This policy should be read alongside:

- Behaviour Policy;
- SEND Policy;
- Equality Policy;
- Safeguarding and Child Protection Policy;
- Anti-Bullying Policy;
- Attendance Policy; and
- Positive Handling Policy.

18. Legislation and statutory guidance

This policy has been developed with regard to the relevant legislation and statutory guidance, including:

- Education Act 1996;
- Education Act 2002;
- Education and Inspections Act 2006;
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended;
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended;
- Education (Educational Provision for Improving Behaviour) Regulations 2010, as amended;
- Equality Act 2010;
- Children and Families Act 2014;
- Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, effective from 26 July 2026;
- Department for Education: Behaviour in schools;
- Department for Education: Keeping Children Safe in Education 2026;
- Department for Education: Working Together to Safeguard Children;
- Department for Education: Working together to improve school attendance; and
- relevant Haringey Council guidance and procedures.