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# **Springvale Primary School**

**Policy Title: School Suspension/Permanent Exclusion**

**Date of Review: Autumn 2025**

**Review by: Autumn 2028**

**Signed by:  
Chair of Governors**

**All policies available at [www.springvaleprimary.org](http://www.springvaleprimary.org)**

## **School Suspension/Permanent Exclusion Policy**

### **Autumn 2022**



#### **A. Introduction**

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

#### **B. Aims and Principles**

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

#### **C. Aims of the school**

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our Disability Equality Scheme we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

## **D. School Suspension and Permanent Exclusion**

### i) The rationale of school suspension and permanent exclusion

All schools have it within their powers to suspend or exclude pupils on disciplinary grounds, either for a school suspension or a permanent exclusion, where their behaviour falls below acceptable standards.

Parents/carers should be aware that Springvale Primary School is an inclusive community where every child and member of staff is valued equally. We are committed — in both policy and practice — to promoting equality of opportunity, celebrating diversity and ensuring that all pupils can learn in a safe and supportive environment.

As part of this commitment, the school has a responsibility to protect the wellbeing and safety of both pupils and staff, particularly when this could be compromised by unacceptable behaviour.

This policy outlines our procedures for suspension and permanent exclusion. It should be read alongside our Behaviour Policy, which sets out our wider approach to promoting positive behaviour and supporting pupils to make good choices.

### ii) Actions prior to school suspension or permanent exclusion

School suspension or permanent exclusion are used as a last resort and as part of an overall behaviour strategy, which seeks to develop a culture of inclusion, ownership and responsibility for one's own behaviour.

Where a child's behaviour gives rise to serious concern — either because it may compromise the safety of themselves or others, or because it is causing an unacceptable level of disruption in school — we will seek to adapt provision wherever possible in order to support the child effectively. In exceptional circumstances, this may include the use of a reduced-provision timetable as a short-term measure.

In cases where difficulties occur specifically during the lunchtime period and do not improve despite significant support, the school may also implement a lunchtime exclusion or suspension to help keep all pupils safe and to allow the child time to self-regulate in a structured way.

We recognise that both suspension and permanent exclusion can have a significant impact on a child's self-esteem and their sense of belonging within our school community. For this reason, such measures are only ever used as a last resort. Throughout any period of concern, we will maintain open and regular communication with parents and carers, meeting as needed to discuss the situation and work together to find the best possible support for the child.

### iii) The school suspension and permanent exclusion process

Springvale Primary will use its powers to suspend or exclude a pupil when we feel that it is the appropriate course of action when referring to the latest DfE guidance available. See here:

<https://www.gov.uk/government/publications/school-exclusion>

School suspensions may be used when other strategies and sanctions have not been effective or when there has been a single clear and serious breach of discipline. Physical assault of staff or pupils by a pupil, other acts of violence, including severe verbal bullying and frequent high-level disruption to lessons come within this category. A school suspension can be for part of a school day, e.g. lunchtimes as noted above,

or can be for a period up to 45 days. They are normally set for 1 or more days and then the period of suspension may grow depending on the behaviours demonstrated and the safety concerns or disruption encountered.

Where suspension or exclusion are deemed necessary we will work with the family to ensure that the child is safe and that meetings take place to consider the level of care provided to them in terms of learning and emotional support during the suspension or exclusion period.

A 'Managed Move' (where a pupil will be placed in another school setting within the authority) will be considered if suitable. Managed moves should be voluntary and agreed with all parties involved, and should only occur when it is in the pupil's best interests. Further considerations include:

- where a pupil has an EHC plan, Springvale Primary should contact the LA prior to the managed move.
- managed moves should be offered as part of a planned intervention and should be preceded by information sharing between Springvale Primary and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies;
- If a parent believes that they are being pressured into a managed move, or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure.

In all cases where school suspension or permanent exclusion is under consideration the Headteacher will gather statements and views and take advice from members of staff who are working with the child. The Headteacher may delegate some responsibility (in their absence) to the Deputy Headteacher for school suspensions. The Headteacher alone makes the decision to proceed to permanent exclusion in consultation with the Chair of Governors and Barnsley Metropolitan Borough Council's Exclusions Officer.

The school's policy complies with the latest changes to guidance in August 2024, which include:

- headteachers may cancel an exclusion that has not been reviewed by the governing board;
- when headteachers suspend or permanently exclude a pupil they must, **without delay**, notify parents/carers. Any social worker or VSH **must** be informed;
- when headteachers suspend or permanently exclude a pupil, they **must** also notify the local authority, without delay.

If any child is not currently attending school or is attending alternative provision, especially if they have an EHC, we will work with the Local Authority to:

- Ensure that we have regular Family Network Meetings to consider the provision and safeguarding for the pupil and family involved
- Check that alternative providers have relevant and up-to-date training, qualifications and safeguarding checks
- Create action plans and timescales to ensure that the child(ren) have targeted support to return to the most suitable setting and provision as quickly as possible
- Work with the alternative provider to ensure that the provision in school is mapped out and shared with the new provider (including resources and contextual information)

- To visit or see the child at least weekly to complete a safe and wellbeing check