



Suspension and Permanent Exclusion Policy

Academic Year: 2026–2027

Policy approved by: Governing Board

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1. Purpose of this policy

At Summerswood Primary School, we believe that every child has the right to learn in a calm, safe, respectful and supportive environment.

We have high expectations of behaviour and believe that children should be supported to understand expectations, take responsibility for their actions and make positive choices.

Our approach to behaviour is rooted in relationships, consistency, fairness and high expectations. We recognise that children may sometimes display behaviour that falls significantly below the standards expected at Summerswood. In such circumstances, the school will respond proportionately and appropriately.

Suspension and permanent exclusion are serious sanctions and will only be used when appropriate. They are not used as a routine response to poor behaviour.

This policy sets out the circumstances and procedures under which a pupil may be suspended or permanently excluded from Summerswood Primary School.

This policy should be read alongside the school's:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Attendance Policy
- Equality Information and Objectives
- Anti-Bullying Policy
- Online Safety Policy
- Use of Reasonable Force/Restrictive Interventions procedures
- Complaints Policy

2. Legislative and statutory framework

This policy has been written with regard to the current Department for Education statutory guidance:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – July 2026.

The school will also have regard to:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice
- Keeping Children Safe in Education
- Behaviour in Schools guidance
- Working Together to Improve School Attendance
- relevant statutory guidance relating to alternative provision and safeguarding.

The July 2026 DfE guidance is statutory guidance. Headteachers, governing boards and other relevant bodies must have regard to it when carrying out their functions in relation to suspension and permanent exclusion.

3. Principles

At Summerswood Primary School:

We believe that:

- every child matters;
- every child deserves to feel safe and respected;
- good behaviour enables good learning;
- behaviour is a shared responsibility between school, pupils and families;
- children should understand what is expected of them;

- children should be supported to regulate their behaviour and make better choices;
- consequences should be fair, proportionate and consistent;
- safeguarding considerations must always be prioritised;
- SEND, disability and other individual circumstances must be properly considered;
- suspension is a serious sanction and should not be used unnecessarily;
- permanent exclusion should only be used as a last resort;
- the safety and education of other pupils and staff must also be protected.

The school will not operate a "no exclusion" approach. The DfE's July 2026 guidance explicitly warns that a blanket no-exclusion policy can create safeguarding risks and expose pupils and staff to unreasonable risks.

4. Definitions

Suspension

A suspension is the temporary removal of a pupil from school for a specified period.

It is sometimes referred to as a fixed-term or fixed-period exclusion.

A suspension must have a clearly defined start and end date.

A pupil may be suspended for one or more fixed periods, subject to the statutory maximum of **45 school days in any one academic year**.

Permanent exclusion

Permanent exclusion means that a pupil is no longer allowed to attend Summerswood Primary School unless the decision is subsequently overturned and the pupil is reinstated.

Permanent exclusion is the most serious sanction available to the school and should only be used as a last resort.

Internal exclusion / internal suspension

The school may use a supervised internal sanction as part of its behaviour management arrangements.

An internal sanction is **not the same as a statutory suspension** because the pupil remains on the school premises.

Where a pupil is removed from school premises for disciplinary reasons, this must be treated as a suspension and the statutory procedures must be followed.

5. The Headteacher's authority

Only the Headteacher may suspend or permanently exclude a pupil.

This responsibility cannot be delegated to another member of staff.

In the absence of the Headteacher, an acting Headteacher may exercise the relevant powers where they have formally been appointed to carry out the Headteacher's functions.

The Headteacher's decision must be:

- lawful;
- reasonable;
- fair;
- proportionate;
- consistent with the school's policies;
- consistent with statutory guidance.

When establishing the facts, the Headteacher will apply the **civil standard of proof – the balance of probabilities**.

This means that the Headteacher must be satisfied that it is more likely than not that the relevant behaviour occurred.

6. When may a pupil be suspended or permanently excluded?

The DfE does not provide a list of behaviours which automatically result in suspension or permanent exclusion.

The school will consider each incident individually.

Suspension or permanent exclusion may be appropriate where a pupil has seriously breached the school's Behaviour Policy or where their behaviour has had a significant impact on the safety, welfare or education of others.

Examples may include, but are not limited to:

- serious physical violence;
- serious assault or injury;
- repeated physical aggression;
- serious threats of violence;
- behaviour that places another person at significant risk of harm;
- serious bullying, including discriminatory or prejudicial bullying;
- serious racist, homophobic, transphobic or other discriminatory behaviour;
- serious sexualised behaviour or sexual harassment;
- possession or use of prohibited or dangerous items;
- possession, use or distribution of drugs or other illegal substances;
- serious theft;
- serious damage to school property;
- deliberate behaviour that creates a serious safeguarding risk;
- persistent, severe and disruptive behaviour despite appropriate interventions and support;
- behaviour outside school which has a significant impact on the school community or the safety and welfare of pupils or staff.

This list is illustrative rather than exhaustive.

A particular behaviour does not automatically require exclusion. The Headteacher will consider the circumstances of the individual case.

7. Permanent exclusion

Permanent exclusion will only be considered where:

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

Permanent exclusion will normally only be considered after other appropriate strategies have been tried and found unsuccessful.

However, the school recognises that in exceptionally serious circumstances, permanent exclusion may be appropriate as a first response where the seriousness of the incident means that continued attendance would be unsafe or seriously detrimental to others.

8. Before making a decision

Before deciding whether to suspend or permanently exclude a pupil, the Headteacher will consider the circumstances of the incident and any relevant information about the pupil.

This may include:

- the pupil's account;
- accounts from staff and other pupils;
- witness statements;
- CCTV or other available evidence;
- previous behaviour;
- previous sanctions and interventions;
- the pupil's age;
- the pupil's maturity and understanding;
- SEND;
- disability;
- whether reasonable adjustments are required;
- safeguarding concerns;
- known triggers;
- communication or language needs;
- mental or physical health needs where relevant;
- whether the behaviour may be linked to unmet needs;
- whether there are relevant family or social circumstances;

- whether the pupil is looked after or previously looked after;
- whether the pupil has a social worker;
- whether the pupil has an EHCP;
- whether there are any other relevant vulnerabilities.

The pupil should normally be given an opportunity to give their account and express their views before the decision is made, taking account of their age and understanding.

The school will not delay an urgent safeguarding decision where immediate action is necessary.

9. SEND and disability

The school recognises its legal duties under the Equality Act 2010 and the Children and Families Act 2014.

A pupil must not be suspended or permanently excluded simply because:

- they have SEND;
- they have a disability;
- the school considers that their additional needs are difficult to meet.

The school will consider whether the pupil's SEND or disability contributed to the behaviour and whether reasonable adjustments were required.

The school will consider whether appropriate provision and support are in place.

Where appropriate, this may include:

- reviewing the pupil's SEN Support plan;
- reviewing reasonable adjustments;
- involving the SENCO;
- involving parents/carers;
- seeking advice from external professionals;
- considering whether an EHCP assessment or review is appropriate;
- considering whether a multi-agency response is required.

Where a pupil has an EHCP, the school will consider whether an early annual review should be requested where appropriate.

10. Safeguarding considerations

Safeguarding will always be considered when making an exclusion decision.

The school will consider whether the behaviour:

- indicates that the pupil may be at risk of harm;
- indicates that another child may be at risk of harm;
- may be linked to exploitation;
- may be linked to abuse;
- may be linked to bullying or peer-on-peer abuse;
- may indicate unmet emotional or mental health needs;
- requires referral to another agency.

Where appropriate, the Designated Safeguarding Lead will be consulted.

Where a pupil has a social worker, the social worker will be informed in accordance with statutory requirements.

Where a pupil is looked after, the Virtual School Head will be informed in accordance with statutory requirements.

Safeguarding concerns will not be treated simply as behaviour matters.

11. Equality

The school will comply with the Equality Act 2010 when considering suspension or permanent exclusion.

The school will not discriminate against a pupil because of:

- disability;
- race;
- sex;

- religion or belief;
- sexual orientation;
- pregnancy or maternity;
- gender reassignment.

The school will also consider whether its behaviour systems or practices disproportionately increase the risk of exclusion for particular groups of pupils.

12. Suspension procedure

When the Headteacher decides to suspend a pupil:

1. The Headteacher will make the decision in accordance with this policy and statutory guidance.
2. The pupil's parents/carers will be informed without delay.
3. The Local Authority will be notified without delay.
4. Where applicable, the pupil's social worker and/or Virtual School Head will be notified without delay.
5. The school will provide the parent/carer with written information confirming:
 - the period of suspension;
 - the reasons for the suspension;
 - the arrangements for education;
 - the parents' rights to make representations to the governing board;
 - relevant information about how to exercise those rights.
6. Work will be set and marked for the pupil during the first five school days where appropriate.
7. The school will consider any safeguarding, SEND or welfare issues arising from the suspension.
8. Where the suspension exceeds five school days, or where other statutory thresholds apply, appropriate full-time education will be arranged from the sixth school day.

The school will not ask a parent/carer to collect a child from school or keep them at home as an informal disciplinary measure.

If a pupil is sent home for disciplinary reasons, the school will record this as a suspension and follow the statutory process.

13. Lunchtime suspensions

Where a pupil's behaviour during lunchtime is sufficiently serious to warrant removal from the school premises for the duration of lunchtime, the school may issue a lunchtime suspension.

The statutory requirements relating to notification of parents and the Local Authority apply.

A lunchtime suspension counts as half a school day for the purposes of calculating the statutory thresholds.

14. Cancelling a suspension or permanent exclusion

The Headteacher may cancel an exclusion that has begun, or has not yet begun, provided that the governing board has not yet met to consider whether the pupil should be reinstated.

Where an exclusion is cancelled:

- parents/carers will be notified without delay;
- the governing board will be notified;
- the Local Authority will be notified;
- the pupil's social worker and Virtual School Head will be notified where applicable;
- the reason for cancellation will be provided.

The governing board will not be required to meet to consider reinstatement where the exclusion has been cancelled.

15. Governing Board responsibilities

The governing board has important statutory responsibilities in relation to suspension and permanent exclusion.

The governing board will consider whether a suspended or permanently excluded pupil should be reinstated where required by law.

The governing board must consider an exclusion where:

- the suspension is for more than five school days in total in a term;
- the exclusion would result in the pupil missing a public examination or national curriculum test;
- the pupil has been permanently excluded.

For shorter suspensions, parents/carers may still make representations to the governing board, but the governing board is not required to direct reinstatement.

The governing board will act in accordance with the statutory timescales.

16. Permanent exclusion and the governing board

Where a pupil is permanently excluded, the governing board must meet to consider whether the pupil should be reinstated.

The governing board will consider:

- the circumstances of the exclusion;
- the evidence available;
- the Headteacher's decision;
- representations from parents/carers;
- representations from the pupil where appropriate;
- relevant information about SEND and disability;
- safeguarding information where appropriate;
- whether the decision was lawful, reasonable and proportionate.

The governing board must comply with the statutory requirements relating to the removal of a permanently excluded pupil from the school register.

17. Independent Review

Where the governing board does not reinstate a permanently excluded pupil, parents/carers have the right to request an independent review.

The Local Authority is responsible for arranging the independent review for a maintained school.

The independent review process will be conducted in accordance with the statutory guidance and relevant regulations.

Where applicable, parents/carers may request the appointment of a SEN expert as part of the independent review process.

18. Education during suspension

The school recognises that pupils remain entitled to education during a suspension.

For the first five school days, the school will take reasonable steps to provide appropriate work.

Where a suspension extends beyond five school days, the school and/or Local Authority will make arrangements for suitable full-time education from the sixth school day in accordance with statutory requirements.

The school will ensure that SEND-related duties continue to be considered during the period of suspension.

19. Reintegration following suspension

The purpose of suspension is not simply to remove a child from school.

Where a pupil returns following suspension, the school will seek to ensure that the pupil:

- understands why the suspension occurred;
- understands the expected behaviour;
- has an opportunity to reflect;
- understands what will happen if the behaviour is repeated;
- feels able to return successfully to school;
- receives appropriate support where necessary.

A reintegration meeting may be held with the pupil and parent/carer.

Where appropriate, the school may agree a revised behaviour support plan, pastoral support, reasonable adjustments or other interventions.

20. Repeated suspensions

Where a pupil receives repeated suspensions, the Headteacher and relevant staff will consider whether suspension is achieving its intended purpose.

The school will review:

- the pupil's behaviour;
- previous interventions;
- possible underlying causes;
- SEND;
- safeguarding;
- attendance;
- family circumstances;
- the effectiveness of existing support;
- whether additional external support is required.

Repeated suspension should trigger a review of the school's approach rather than simply a repetition of the same sanction.

Where appropriate, the school may consider:

- pastoral support;
- SEN Support;
- an Early Help response;
- involvement of external agencies;
- a Team Around the Family approach;
- educational psychology advice;
- behaviour support;
- CAMHS or other health advice where appropriate;

- an EHCP assessment or review;
- managed move;
- off-site direction;
- other appropriate alternative provision.

21. Managed moves

A managed move is a voluntary agreement between schools and parents/carers designed to support a pupil to move successfully to another mainstream school.

A managed move will not be used as an informal exclusion.

A pupil will not be removed from the school roll simply because a managed move is being considered.

Where a managed move is considered, the school will follow the relevant statutory guidance and ensure that the arrangement is genuinely voluntary and appropriately planned.

22. Off-site direction

Where appropriate, the school may consider directing a pupil to attend education off-site as part of its behaviour management strategy.

Any off-site direction will be used in accordance with the law and current DfE guidance.

The purpose of off-site direction will be to improve behaviour and support the pupil's successful return to, or continued engagement with, education.

It will not be used as an informal exclusion.

23. Behaviour outside school

The school may take disciplinary action in relation to behaviour that occurs outside the school premises where there is a sufficient connection to the school or where the behaviour affects the orderly running of the school, the safety or welfare of pupils or staff, or the reputation of the school.

This may include behaviour:

- when travelling to or from school;
- on school trips;
- during residential visits;
- online;
- while wearing school uniform;
- while representing the school;
- at events connected with the school.

Each case will be considered individually.

24. Police involvement

Where behaviour may constitute a criminal offence, the school will consider whether the police or other relevant agencies should be involved.

The school will not delay appropriate safeguarding action while waiting for the outcome of a police investigation.

A criminal investigation or prosecution does not automatically prevent the school from taking disciplinary action.

The school will consider the statutory guidance relating to police involvement and parallel criminal proceedings.

25. Recording and monitoring

The school will maintain accurate records of all suspensions and permanent exclusions.

Records will include:

- pupil name;
- date of incident;
- date of decision;
- duration of suspension;
- reason for suspension/exclusion;

- evidence considered;
- action taken;
- parental notification;
- Local Authority notification;
- social worker/VSH notification where applicable;
- governing board consideration where required;
- reintegration arrangements;
- additional support offered.

The Headteacher and governing board will monitor exclusion data regularly.

This will include consideration of:

- frequency;
- length;
- reasons;
- repeat suspensions;
- year groups;
- SEND;
- ethnicity;
- sex;
- other relevant characteristics;
- vulnerable groups.

The purpose of monitoring is to ensure that exclusion is being used fairly, consistently and appropriately and to identify whether additional preventative work is required.

26. Staff responsibilities

All staff are expected to:

- uphold the school's Behaviour Policy;

- apply expectations consistently;
- record significant behaviour incidents accurately;
- follow safeguarding procedures;
- communicate concerns promptly;
- seek support when behaviour presents a significant risk;
- avoid informal or unofficial exclusions;
- ensure that pupils are treated with dignity and respect.

Staff must not send a pupil home as a sanction without authorisation from the Headteacher.

27. Parents and carers

Parents and carers are expected to:

- support the school's behaviour expectations;
- work constructively with staff;
- attend meetings where requested;
- support their child in understanding and improving their behaviour;
- ensure their child follows the requirements placed upon them during a suspension;
- engage with reintegration and support arrangements.

The school will work with parents/carers wherever possible to prevent exclusion and support successful reintegration.

28. Pupil voice

The school recognises the importance of listening to pupils.

Where appropriate, pupils will be given an opportunity to explain what happened and express their views before an exclusion decision is made.

The school will take the pupil's age, maturity and understanding into account.

Pupils will be supported to understand why decisions have been made and what they can do differently in the future.

29. Review of this policy

This policy will be reviewed annually, or sooner where:

- statutory guidance changes;
- legislation changes;
- school practice changes;
- monitoring identifies a need for amendment;
- the governing board considers a review necessary.

The Headteacher will ensure that relevant staff are made aware of changes to statutory guidance.

30. Policy statement

At Summerswood Primary School, suspension and permanent exclusion are used only where necessary, lawful, fair and proportionate.

Our primary aim is always to help children succeed.

We believe in high expectations, strong relationships, consistency and support. We will work with pupils and families to prevent exclusion wherever possible.

However, we also recognise our responsibility to protect the safety, wellbeing and education of every child and member of staff.

Where behaviour is sufficiently serious, suspension or permanent exclusion may be necessary to maintain a calm, safe and respectful school environment.

Every child has the opportunity to shine at Summerswood, but every child also has the responsibility to ensure that others have the same opportunity.

Appendix 1: SUMMERSWOOD PRIMARY SCHOOL – for consideration Headteacher Suspension & Permanent Exclusion Decision Checklist

Pupil: _____

Year/Class: _____

Date of incident: _____

Date of decision: _____

Decision: ☐ Suspension ☐ Permanent Exclusion

Length of suspension: _____

1. FACTS & EVIDENCE

- ☐ I have established the facts of the incident as far as reasonably possible.
- ☐ I have considered the pupil's account.
- ☐ I have considered relevant staff/witness accounts.
- ☐ I have reviewed available evidence, e.g. CCTV, photographs, written records or messages.
- ☐ I am satisfied, on the *balance of probabilities*, that the behaviour occurred.
- ☐ I have considered whether there are any significant mitigating circumstances.

Date summary of the incident logged on CPOMS:

2. PUPIL & FAMILY CONTEXT

- ☐ I have considered the pupil's age and level of understanding.
- ☐ The pupil has had an appropriate opportunity to give their views.
- ☐ Relevant information from parents/carers has been considered.
- ☐ I have considered whether there are relevant family, social or other circumstances.

3. SEND, DISABILITY & EQUALITY

- ☐ I have checked whether the pupil has SEND.
- ☐ I have considered whether SEND/disability may have contributed to the behaviour.
- ☐ I have considered whether reasonable adjustments were required.
- ☐ I have considered whether the pupil's needs are being appropriately supported.
- ☐ I have considered relevant Equality Act duties.
- ☐ I am satisfied that the decision is not discriminatory.

SENCO consulted? ☐ Yes ☐ No ☐ N/A

Reason if not: _____

4. SAFEGUARDING

- ☐ I have considered whether the incident raises safeguarding concerns.
- ☐ I have consulted the DSL where appropriate.
- ☐ I have considered whether the pupil may be at risk of harm.
- ☐ I have considered whether another child or adult may be at risk of harm.
- ☐ I have considered whether external agencies need to be involved.
- ☐ Social worker informed where applicable.
- ☐ Virtual School Head informed where applicable.

DSL consulted: ☐ Yes ☐ No ☐ N/A

5. PREVIOUS SUPPORT & INTERVENTION

- ☐ I have reviewed the pupil's previous behaviour.
- ☐ I have considered previous sanctions and interventions.
- ☐ I have considered whether previous support has been effective.

- ☐ I have considered whether additional support could reasonably prevent further incidents.
- ☐ I have considered whether suspension/exclusion is proportionate in the circumstances.

Previous relevant interventions:

6. DECISION

Why is suspension/permanent exclusion necessary?

- ☐ The decision is lawful.
- ☐ The decision is reasonable.
- ☐ The decision is proportionate.
- ☐ The decision is consistent with the school's Behaviour Policy.
- ☐ I have considered the impact on other pupils and staff.
- ☐ I have considered the impact on the pupil's education and welfare.
- ☐ I have considered whether an alternative response would be appropriate.

If PERMANENT EXCLUSION:

- ☐ I am satisfied that there has been a serious breach or persistent breaches of the school's Behaviour Policy.
- ☐ I am satisfied that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

- ☐ I have considered whether permanent exclusion is genuinely a **last resort**, except where the seriousness of the incident makes it necessary as a first response.
-

7. AFTER THE DECISION

- ☐ Parent/carers informed without delay.
 - ☐ Written notification issued.
 - ☐ Local Authority informed.
 - ☐ Social worker informed where applicable.
 - ☐ Virtual School Head informed where applicable.
 - ☐ Education/work arrangements considered and provided.
 - ☐ Governing Board informed where required.
 - ☐ Reintegration/support plan considered where appropriate.
 - ☐ Exclusion recorded accurately on the school's system.
-

HEADTEACHER DECLARATION

I confirm that I have considered the circumstances of this case carefully and have made this decision in accordance with the school's policy, relevant legislation and current DfE statutory guidance.

Headteacher: _____

Signature: _____

Date: _____

Governing Board notified (where required): ☐ Yes ☐ N/A

Date: _____

Appendix 2: SUMMERSWOOD PRIMARY SCHOOL

Suspension & Permanent Exclusion Information for Parents and Carers

We understand that being told that your child has been suspended or permanently excluded from school can be upsetting and difficult.

At Summerswood, our aim is always to work with children and families to support positive behaviour and help every child to succeed. Suspension and permanent exclusion are serious decisions and are only used when necessary, proportionate and appropriate.

This information explains what happens if your child is suspended or permanently excluded.

What is a suspension?

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

The Headteacher will decide whether a suspension is necessary after considering the circumstances of the incident.

A suspension will always have a clear start and end date.

A suspension is sometimes called a "fixed-term exclusion", although the Department for Education now uses the term suspension.

What is a permanent exclusion?

A permanent exclusion means that your child is no longer allowed to attend Summerswood Primary School.

This is the most serious sanction available to the school and will only normally be considered where there has been a serious breach or persistent breaches of the school's Behaviour Policy

and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

In exceptionally serious circumstances, permanent exclusion may be appropriate as a first response.

Why might my child be suspended?

There is no automatic list of behaviours that must result in exclusion.

Every incident is considered individually.

Examples of behaviour that may result in suspension or, in very serious circumstances, permanent exclusion include:

- serious physical violence or aggression;
- serious threats to another person;
- behaviour that places others at significant risk of harm;
- serious bullying;
- serious racist, homophobic, transphobic or other discriminatory behaviour;
- serious sexualised behaviour or sexual harassment;
- possession of dangerous or prohibited items;
- possession, use or distribution of illegal drugs;
- serious theft;
- serious damage to property;
- serious safeguarding-related behaviour;
- persistent and severe disruptive behaviour where appropriate support and interventions have not been successful.

This list is not exhaustive.

The seriousness of the behaviour, the circumstances and the individual needs of the child will always be considered.

Will my child be given a chance to explain?

Yes.

Before making a decision, the Headteacher will establish the facts as far as reasonably possible and will normally give the pupil an opportunity to explain what happened and share their views, taking their age and understanding into account.

The school will consider relevant information from parents/carers and staff.

The Headteacher will make the final decision.

What about SEND or disability?

If your child has SEND or a disability, this will be considered as part of the decision-making process.

The school will consider:

- whether your child's needs may have contributed to the behaviour;
- whether appropriate support is in place;
- whether reasonable adjustments were required;
- whether additional support or intervention may be appropriate;
- our legal duties under the Equality Act 2010.

Having SEND or a disability does not mean that a child cannot be suspended or permanently excluded. However, the school must ensure that its decision is lawful, fair and non-discriminatory.

What about safeguarding?

Safeguarding is considered whenever a serious behaviour incident occurs.

The school may need to involve our Designated Safeguarding Lead or other professionals if there are concerns about the safety or welfare of your child or another child.

If your child has a social worker or is looked after, relevant professionals will be informed where required.

If your child is suspended

You will be told:

The school will contact you without delay and provide written information explaining:

- the reason for the suspension;
- the dates of the suspension;
- when your child should return to school;
- your rights to make representations to the Governing Board;
- arrangements for education during the suspension where applicable.

Please ensure that your child does not attend school during the period of suspension.

What should my child do during a suspension?

For the first five school days, the school will provide appropriate work where required.

You should ensure that your child remains at home during the suspension unless you have been advised otherwise.

Where a suspension lasts beyond five school days, appropriate full-time education will be arranged in accordance with statutory requirements.

Parents/carers are responsible for ensuring that their child is not present in a public place during school hours without reasonable justification during the first five school days of a suspension.

Returning to school

We want your child's return to school to be successful.

Where appropriate, we will arrange a reintegration meeting with you and your child.

This will provide an opportunity to:

- talk about what happened;
- ensure your child understands the school's expectations;
- discuss how the situation can be avoided in future;
- identify any additional support that may be needed;
- agree how we can work together positively.

The purpose of reintegration is not to shame or punish your child further. It is to help them return successfully and move forward.

Can I challenge a suspension?

Parents/carers have rights to make representations to the Governing Board about a suspension.

The Governing Board's role depends on the length and circumstances of the suspension.

The school will provide you with the relevant information about your rights and the timescales when you are notified of the suspension.

If the suspension is for more than five school days in a term, the Governing Board is required to consider the circumstances in accordance with statutory requirements.

If the suspension would result in your child missing a public examination or national curriculum test, the Governing Board must also consider the matter.

What happens if my child is permanently excluded?

If your child is permanently excluded:

1. You will be informed without delay.
2. You will receive written information explaining the reasons for the decision.
3. The Governing Board will meet to consider whether your child should be reinstated.
4. You will be given an opportunity to make representations.
5. The Governing Board will consider the case in accordance with statutory requirements.
6. If the Governing Board decides not to reinstate your child, you will have a right to request an independent review.

The school will provide you with information about the relevant process and timescales.

What if I disagree with the school's decision?

We understand that parents and schools may sometimes see an incident differently.

If you disagree with a suspension or permanent exclusion decision, you should use the formal representations/review process explained in the written notification you receive.

You should not feel that you need to resolve your concerns informally before exercising your statutory rights.

The school will provide the information you need to understand the process.

Our commitment to families

At Summerswood, we believe that every child can shine.

We want children to understand that high expectations exist because we believe in them and because every child deserves to learn in a safe, calm and respectful environment.

We will always seek to understand behaviour, support children to make positive choices and work with families wherever possible.

At the same time, we have a responsibility to protect the safety, wellbeing and education of all children and staff.

Suspension and permanent exclusion will therefore only be used where necessary and appropriate.

Our aim is always to help your child return to successful learning and to ensure that they have the support they need to thrive.

Further information

The school's full information is in the school's Suspension and Permanent Exclusion Policy. This is available from the school office and on the school website.

Parents may also wish to consult the Department for Education's current statutory guidance:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – July 2026.

If your child is suspended or permanently excluded, the formal notification sent to you will contain the specific information about your rights and the relevant timescales for your individual circumstances.