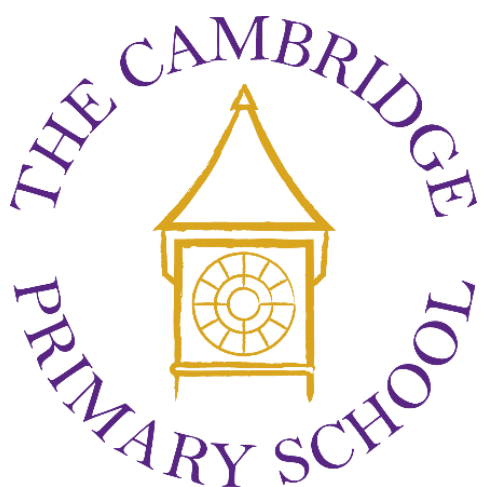


THE CAMBRIDGE PRIMARY SCHOOL

Suspension and Exclusion Policy

2025



Date of Approval:	September 2025
Date of Next Review:	September 2026

The Cambridge Primary School

Suspension and Exclusion Policy

(to be read in conjunction with our Behaviour and Relationship Policy)

1. Introduction

We aim to provide a positive, inclusive learning environment in which all children are able to be successful.

At times, children may exhibit extremes of behaviour in a variety of situations. We make every endeavour to meet the needs of individuals, but we also recognise our responsibility for the welfare of all our children and staff.

A decision to suspend or exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. However, sometimes a suspension or exclusion is necessary to ensure that other pupils and teaching staff can work in safety and are respected ([DfE Guidance on Suspension and Exclusion, August 2024](#)).

The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, suspension or exclusion may be necessary, if all other strategies have been exhausted or in the case of a serious breach of policy. When carefully considering the decision for exclusion or suspension, contextual factors are taken into consideration such as safeguarding and special educational needs.

It is our policy to refer to the Department for Education Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (August 2024). This guidance can be viewed at: <https://www.gov.uk/government/publications/school-exclusion>

We refer to the Exclusions Guidance for Hampshire Schools for all letters, forms and official documentation.

1.1 Serious Breach

A suspension or exclusion may come as a result of a 'serious breach' of the Behaviour and Relationship Policy.

We define a "serious breach" as behaviour which could cause significant physical or psychological harm, destruction of property and illegal activities.

For example:

- Physical assault
- Destruction of property
- Sexual assault

2. Seclusions, Suspensions and Exclusions

2.1 Internal Seclusion – previously known as ‘internal exclusion or isolation’

An ‘internal seclusion’ is when a child is withdrawn from class for a finite period and supervised – whilst continuing school work - in another part of the school, due to either a step on the child’s behaviour plan, or in response to serious inappropriate behaviours (see Behaviour and Relationship Policy). The length of the internal seclusion will be appropriate in proportion to the behaviour. Parents/carers will be informed if their child is to be placed in an internal isolation and the child will need to be dropped off and collected from the school office (by their parent/carer) for the period of internal seclusion.

If a child does not follow instructions or remain in the part of the school allocated, a decision will be made regarding the next appropriate action. During an internal seclusion, the child will have access to the toilet facilities, drinking water and their snacks/lunch. They will also have supervised movement breaks.

2.2 Suspension (previously known as ‘Fixed-term Exclusion’)

A suspension (often referred to as a Fixed-term Suspension) is when a child is excluded from school and must remain home for a fixed amount of time. Suspension is only used as a last resort and/or for serious inappropriate behaviours where the child’s behaviour was seriously detrimental to the safety, welfare and/or education of others (including staff) and themselves. The suspension will have a set amount of days as an appropriate level of consequence in proportion to the behaviour. This is decided by the Senior Leadership Team. Suspensions are set in ‘sessions’. Half a day = 1 session.

As stated in DfE guidance 2024, a suspension can also be for parts of the school day. For example, if a pupil’s behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher’s duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

It is important to minimise the disruption that suspension can cause to an excluded pupil’s education. Whilst the statutory duty of the Local Advisory Committee to provide full-time education from the sixth day of a suspension, there is an obvious benefit in starting this provision as soon as possible. Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of a suspension, the school will take reasonable steps to set and mark work for the pupil. Work that is provided will be accessible and achievable by the pupil outside school.

Before the suspension or exclusion

Before the suspension or exclusion has been implemented, the following steps will have been followed:

- The case will be reviewed to ensure all avenues have been explored
- The narrative of the event will be written and a formal account recorded on CPOMS
- Discussions will be held with all staff involved in the event.
- Following discussions, a meeting will be held with SLT and one member of SLT who was not involved in the event to provide an impartial view. If necessary, the Inclusion Team can be contacted for advice.

The narrative of a suspension or exclusion

We understand that by suspending or excluding a child, we are more likely to break or create ruptures in school-child relationships. Ensuring that the child and associated individuals have a clear narrative as to the purpose of the suspension or exclusion is essential.

We do also understand and appreciate that some behaviours are not okay and this should be communicated in the narrative. The wording of the narrative should be selected carefully and should be non-shaming or blaming and focus on supporting the child and the family.

During the suspension

During the period of suspension, the school will review the event which led to the suspension and address any areas in which suspension could have been avoided. The family are expected to follow the agreement outlined in the letter which may have included particular tasks to complete during the suspension. They will be expected to report back to the school during the reintegration meeting. During the suspension, the child will likely be set work to complete by the class teacher and this will either be given on the day of the suspension or delivered to the home. This is to be returned to school upon re-integration. Children are also expected to wear school uniform at home for the duration of the suspension.

Re-integration meeting Repairing from a rupture and reintegration

Re-integration meetings with the child, parent(s), Executive Headteacher, Head of School or Assistant Headteacher, will take place if a child has a suspension for two or more days.

In this meeting:

- the narrative will be retold
- targets will be set for the child
- targets will be set for the family (if necessary)
- targets will be set for the school (if necessary)
- a discussion will be had as to how to repair the rupture with the associated individuals.

2.3 Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Executive Headteacher will consult with senior leaders and Chair of the Local Advisory Committee soon as possible in such a case.

2.4 Managed move

In cases where the Executive Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Executive Headteacher may consult with the Local Authority and propose a managed move to another school. This is not exclusion and in such cases the Executive Headteacher may assist the parents in placing the pupil in another school.

3. Penalty notice relating to exclusions and suspensions

Section 103 of the Education and Inspections Act 2006 places a duty on parents to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each exclusion/suspension. Failure to do so may render the parent liable to a Penalty Notice. The amount payable is £80 if paid within 21 days of receipt of the Penalty Notice, rising to £160 if paid after 21 days but within 28 days. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any exclusion/suspension and failure to attend such provision without good reason will be treated as unauthorised absence.

4. Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Local Advisory Committee and handled through the school appeal process - as there is a statutory procedure to follow.

5. Safeguarding

Schools have a statutory duty to make arrangements for safeguarding and promoting the welfare of their children. In the case of any internal isolation, suspension or permanent exclusion, the Designated Safeguarding Lead will be informed and will assess any additional steps that need to be taken to safeguard the child. This may include, but is not limited to, making welfare checks on a child who has been suspended and informing any safeguarding partners already involved with the child, such as a social worker.

Guidance to support parents/carers can be found in Annex C – A guide for parents/carers
<https://www.gov.uk/government/publications/school-exclusion>

Appendix:**Appendix 1: Possible steps prior to suspension or exclusion**

Suspension or Exclusion Checklist

BEFORE SUSPENSION OR EXCLUSION	Complete
Concerns/incidents recorded on CPOMS	
Serious breach identified (if applicable)	
Narrative constructed (reason for consultation)	
Informal communication with parent/carer	
Formal communication with parent/carer	
Discussion with staff team surrounding the child	
Discussion with SENCo	
Child in Context sheet completed	
Triggers task completed	
IEP created	
1:1 assigned	
Reduced timetable	
Contact with external professionals (e.g. EP, PT)	
Risk assessment completed	

SUSPENSION OR EXCLUSION CONSULTATION	Complete
Evidence from CPOMS gathered and reviewed	
Evidence and advice from external professionals reviewed	
Formal meeting held with staff team surrounding the child	
Consultation with member of staff outside of the circle for an outside opinion	
CFAN completed (if applicable)	
Review of previous suspensions (if applicable)	
Head Teacher Self-Evaluation Tool (HCC guidance Dec 2024)	

SUSPENSION OR EXCLUSION DECIDED	Complete
Narrative of the suspension written for parents/carers	
Narrative of the suspension written for child	
Narrative of the suspension written for staff	
Narrative of the suspension written for other children involved	
Letter written and sent to parent/carer informing them of suspension/exclusion	
Phone call made to parent/carer informing them of suspension/exclusion	
Borough suspension/exclusion form completed and sent	
Work or tasks given to child to be completed during suspension/exclusion	

DURING SUSPENSION OR EXCLUSION	Complete
Review of current IEP and strategies used	
Review of specific incident leading to suspension/exclusion	
Further discussions with external professionals regarding strategies	
Repair Agreement written	

REINTEGRATION	Complete
Narrative retold	
Targets set for the child	
Targets and support discussed for parents/carers	
Repair Agreement signed by all	