



Equality, Community, Growth

The Oaks
Independent Primary School

Suspension & Exclusions policy

The Oaks



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This policy is written so it complies with the Independent School Standards, Keeping Children Safe in Education 2025, and the Ofsted framework.



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1. Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

'Off-rolling' is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the pupil, to:

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school roll, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

If Active Wellbeing School feels that we can no longer meet the need of a pupil then the local authority will be contacted and an EHCP review will be help to discuss support and actions moving forward.

2. Legislation and Statutory Guidance

This policy reflects the most recent statutory and non-statutory guidance issued by the Department for Education (DfE) and aligns with all relevant legislation governing suspensions and exclusions. It has been updated to include the following references:

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE, September 2023)
- Behaviour in Schools Guidance (DfE, 2022)
- Searching, Screening and Confiscation Guidance (DfE, February 2024)
- Keeping Children Safe in Education (KCSIE, 2025)
- Positive Environments Where Children Can Flourish (DfE, 2021)



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- Education Acts 1996, 2002, 2011 and 2016
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Equality Act 2010
- Children and Families Act 2014
- Human Rights Act 1998
- Data Protection Act 2018 (GDPR)
- Independent School Standards (Part 3 – Welfare, Health and Safety of Pupils)

This policy also takes account of Ofsted's Education Inspection Framework (EIF, 2025), which emphasises proportionate use of exclusion, equality of opportunity, and safeguarding oversight.

3. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

4. Roles and responsibilities

4.1 The Executive Headteacher/ Head of School and Head of School

Deciding whether to suspend or exclude

Only the Executive Headteacher/ Head of School or Head of School, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Executive Headteacher/ Head of School will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the Executive Headteacher/ Head of School will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others



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Before deciding whether to suspend or exclude a pupil, the Executive Headteacher/ Head of School/ Head of School will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs and requires further support (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
 - For suspensions, detentions or other sanctions provided for in the behaviour policy
 - For exclusions, off-site direction or managed moves

The Executive Headteacher/ Head of School/ Head of School will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

Where appropriate and their cognition and learning levels allow, the Executive Headteacher/ Head of School/ Head of School will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were considered when making the decision.

Informing parents/carers

If a pupil is at risk of suspension or exclusion, the Executive Headteacher/ Head of School will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Executive Headteacher/ Head of School decides to suspend or exclude a pupil, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents/carers' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the Executive Headteacher/ Head of School will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:



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- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the Executive Headteacher/ Head of School does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents/carers' consent.

If the Executive Headteacher/ Head of School cancels the suspension or permanent exclusion, they will notify the parents/carers without delay, and provide a reason for the cancellation.

Informing the proprietary board

The Executive Headteacher/ Head of School will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The Executive Headteacher/ Head of School will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Executive Headteacher/ Head of School will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.



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The Executive Headteacher/ Head of School must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the Executive Headteacher/ Head of School will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Executive Headteacher/ Head of School will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Executive Headteacher/ Head of School decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Executive Headteacher/ Head of School may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the Executive Headteacher/ Head of School to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or permanent exclusion



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During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Executive Headteacher/ Head of School will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as may be used for this. If the pupil has a special educational need or disability, the Executive Headteacher/ Head of School will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

5.2 The Proprietor

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to proprietor.

The proprietor has a duty to consider parents/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the proprietor will provide the secretary of state and the LA information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the Executive Headteacher/ Head of School will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

Monitoring and analysing suspensions and exclusions data

The proprietor will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The proprietor will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

4.3 The Local Authority

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.



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For pupils who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

5. Considering the reinstatement of a pupil

The Proprietor will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension that would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the proprietor must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers and it cannot direct the Executive Headteacher/ Head of School to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers make representations to the board, the proprietor will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers do not make representations, the board is not required to meet and it cannot direct the Executive Headteacher/ Head of School to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the proprietor, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the proprietor may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the proprietary board and allowed to make representations or share information:

- Parents/carers (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Executive Headteacher/ Head of School
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- A representative of the local authority

Proprietary board meetings can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.

The proprietary board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The proprietary body can either:

- Decline to reinstate the0 pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the proprietary body will consider:



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- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Executive Headteacher/ Head of School followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board

They will decide whether or not a fact is true 'on the balance of probabilities'.

The clerk will be present when the decision is made.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The proprietary body notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers, or the pupil if they are 18 or older
- The Executive Headteacher/ Head of School
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the proprietary has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents/carers'/the pupil's (if they are 18 or older) right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place



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6. Responding to behaviour

6.1 Classroom management

Teaching and support staff play a vital role in setting the tone, culture, and expectations for positive behaviour across the school. At The Oaks, we promote a proactive and positive approach to behaviour management, ensuring that pupils are recognised, praised, and rewarded for positive conduct rather than penalised for mistakes.

Staff are expected to:

- Create and maintain a stimulating, safe, and inclusive environment that encourages engagement and learning
- Display and consistently follow the school's agreed behaviour management systems
- Model respectful and professional behaviour at all times
- Develop positive and trusting relationships with pupils, which may include:
 - Greeting pupils warmly each morning and at the start of lessons
 - Establishing and maintaining clear, consistent routines
 - Communicating expectations for behaviour through both verbal and non-verbal strategies
 - Highlighting, celebrating, and reinforcing positive behaviour
 - Concluding each day positively and ensuring every new day begins with a fresh start
 - Implementing a clear plan for responding to low-level disruption
 - Using praise, encouragement, and positive reinforcement to motivate pupils and promote self-regulation

Through this approach, staff contribute to a calm, respectful, and purposeful learning environment where all pupils feel valued and are supported to succeed.

6.2 Safeguarding

The school recognises that changes in a pupil's behaviour may be an indicator that they are experiencing, or are at risk of, harm. Staff will always consider whether a pupil's behaviour may be a sign of underlying needs or a safeguarding concern.

Where a pupil's behaviour gives cause for concern, staff will follow the school's Child Protection and Safeguarding Policy, and consider whether additional support is needed — such as pastoral intervention, early help, or a referral to children's social care.

All concerns will be recorded and reported in line with safeguarding procedures, ensuring that pupils receive timely and appropriate support.

Further details can be found in the school's Child Protection and Safeguarding Policy.

6.3 Responding to good behaviour

When a pupil's behaviour meets, or goes above and beyond, the school's expected standards, staff will recognise and celebrate this through positive reinforcement and reward. This approach provides consistent opportunities for all staff to reinforce The Oaks' culture, ethos, and shared expectations.

Positive reinforcement and rewards are applied consistently, fairly, and transparently to strengthen the routines, expectations, and values that underpin our behaviour culture.

Positive behaviour may be recognised and rewarded through:



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- Verbal praise and acknowledgment of achievement
- Use of visual systems and prompts to help pupils understand, track, and celebrate their success (for example, visual reward charts or 'working for' boards)
- Communicating praise to parents and carers via phone call, email, or written note
- Certificates, stickers, and in-class recognition
- Executive Headteacher/ Head of School certificates or awards for exceptional effort, behaviour, or contribution
- Opportunities for increased responsibility, such as representing the school council or supporting peers

Through these approaches, pupils are motivated to demonstrate positive behaviour, take pride in their achievements, and contribute to a respectful and aspirational school community.

6.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour.

Staff will work to create a calm, consistent, and predictable environment by modelling positive behaviour, using praise and reinforcement effectively, and addressing all behaviour that falls short of expectations. Responses will always be fair, proportionate, and consistent, ensuring that pupils understand that misbehaviour will be challenged and that positive choices are valued and recognised.

To ensure consistency across the school, all staff receive regular training and guidance on behaviour management strategies, de-escalation techniques, and positive communication. The Senior Leadership Team monitors behaviour patterns, supports staff through coaching and feedback, and ensures that the school's behaviour policy is implemented fairly and effectively in every classroom. Regular discussion and reflection within staff meetings and daily debrief promote a shared understanding of expectations, enabling a cohesive and confident approach to maintaining high standards of behaviour.

De-escalation techniques are an important part of our approach to supporting pupils and preventing behaviour from escalating. Staff use calm, proactive, and individualised strategies to help pupils regulate their emotions and make positive choices before a situation develops further. These may include:

- The use of pre-agreed scripts, key phrases, or consistent language to provide reassurance and predictability
- Allowing time and space for pupils to calm, including the use of agreed 'time away' areas within or outside the classroom
- Access to sensory toys, calming activities, or regulation resources tailored to individual needs
- Adjusting tone, body language, and physical proximity to reduce tension and maintain a sense of safety
- Offering choices to restore a pupil's sense of control and responsibility
- Using visual supports or emotion regulation tools (such as zones of regulation or behaviour scales) to help pupils communicate their feelings appropriately
- Redirecting attention to positive behaviours or tasks to help re-engage the pupil in learning
- Engaging in restorative conversations once calm has been re-established to promote reflection and repair relationships

Staff are trained to apply these strategies consistently, with sensitivity to each pupil's individual needs, triggers, and emotional regulation plans.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them meet behaviour standards in the future.



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The Oaks promotes a restorative and educational approach to behaviour management. However, when a pupil's behaviour does not meet the expected standards, staff will respond consistently, fairly, and proportionately, considering the individual pupil's needs, circumstances, and understanding.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning and clear reminder of behaviour expectations
- Time away from the classroom to enable reflection and regulation
- Completing unfinished work during break or lunchtime
- Loss of reward opportunities, such as points or minutes of golden time
- Referral to a senior member of staff for further discussion or intervention
- Contact with parents or carers through a phone call, meeting, or written correspondence
- A fixed-term exclusion, where behaviour is deemed serious or poses a risk to others
- A permanent exclusion, used only in the most serious circumstances and in line with statutory guidance

All sanctions are applied with the aim of helping pupils reflect, repair, and make better choices in the future. Staff are expected to consider the pupil's individual needs and make reasonable adjustments, particularly for pupils with SEND or those experiencing emotional regulation difficulties.

Personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Please see the [behaviour policy](#) for further information regarding responding to behaviour.

7. Independent review panel

Parents/carers have the right to request an Independent Review Panel (IRP) if they disagree with the decision of the Proprietor or Governors not to reinstate a permanently excluded pupil.

The IRP will be conducted in accordance with The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. Panel members will be independent, trained, and impartial, supported by a clerk familiar with the legal framework.

Where discrimination is alleged, the panel will consider the case in accordance with the Equality Act 2010. The panel may uphold the exclusion, recommend reconsideration, or quash the decision and direct the Proprietor to review it again.

8. School registers

All suspensions and exclusions will be accurately recorded in the school's register in accordance with the Education (Pupil Registration) (England) Regulations 2006, as amended. The school will use the prescribed attendance codes as set out in the DfE's School Attendance Guidance (2024). During a suspension, the pupil's absence will be recorded using code E (excluded, no alternative provision made) or B (educated off-site) where alternative provision has been arranged. For permanent exclusions, the pupil will remain on roll until the exclusion review process is concluded and any independent review panel outcome has been finalised. Accurate recording ensures statutory compliance, supports safeguarding oversight, and enables robust monitoring of pupil attendance and behaviour patterns.



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9. Alternative provision and Quality assurance

If a pupil is placed in Alternative Provision (AP) following a suspension or exclusion, The Oaks will ensure that:

- The provision meets the statutory requirements of the Education (Provision of Full-Time Education for Excluded Pupils) Regulations 2007.
- Safeguarding procedures are robust and consistent with KCSIE 2025.
- The quality of teaching, learning, and personal development at the AP setting is monitored and regularly reviewed.

The school remains responsible for monitoring the pupil's progress, attendance, welfare, and engagement during their time in alternative provision. Regular communication between the AP provider, the school, and parents/carers ensures continuity and accountability.

10. Returning from suspension

Following a suspension, the pupil and their parent/carer will be invited to attend a reintegration meeting with the Head of School or a member of the Senior Leadership Team.

The purpose of this meeting is to:

- Discuss the incident and the reasons for the suspension
- Reflect on strategies to prevent reoccurrence
- Rebuild positive relationships between the pupil and staff
- Identify any additional support needed to help the pupil succeed

Where appropriate, a Reintegration Plan will be developed in collaboration with staff, the pupil, and their parent/carer. This may include reasonable adjustments to provision, targeted interventions, or multi-agency support to ensure a smooth and successful return to learning.

11. Remote access in meetings

Where appropriate, meetings relating to suspensions and exclusions — including governing body reviews, reintegration meetings, and Independent Review Panels (IRPs) — may be conducted via remote access (e.g., video conferencing). This approach ensures accessibility and inclusivity for parents, carers, and professionals who are unable to attend in person, while maintaining the integrity and confidentiality of proceedings.

Remote meetings will only take place where all parties have agreed in advance, and the school is satisfied that:

- Participants have access to the necessary technology and a suitable environment to engage effectively
- Confidentiality can be maintained, and the discussion cannot be overheard or recorded inappropriately
- The meeting allows all participants to see and hear one another clearly and to contribute fully
- The decision-making process remains fair, transparent, and in line with statutory procedures



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If, at any point, remote participation prevents fair and effective discussion or decision-making, the meeting will be adjourned and reconvened in person. All remote meetings will be recorded in the school's log in the same way as face-to-face meetings, with notes stored securely in accordance with Data Protection and GDPR regulations (2018).

12. Monitoring arrangements

The Executive Headteacher will monitor the implementation and impact of this policy to ensure that suspensions and exclusions are:

- Used appropriately, proportionately, and as a last resort
- Free from bias or discrimination
- Consistently recorded and reviewed

Termly reviews will analyse patterns and trends by gender, SEND status, ethnicity, looked-after status, and other protected characteristics to ensure compliance with the Equality Act 2010 and DfE guidance.

Findings will be reported to the Proprietor and used to inform professional development, early intervention strategies, and whole-school improvement planning. The DSL will also review patterns to identify any safeguarding or welfare concerns linked to exclusions or suspensions.

13. Links with other policies

This policy should be read in conjunction with the following school policies and documents:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Policy and Information Report
- Equality, Diversity and Inclusion Policy
- Mental Health and Wellbeing Policy
- Complaints Policy for parents and carers
- Risk Assessment Policy
- Data Protection and GDPR Policy



Equality, Community, Growth

The Oaks
Independent Primary School

Appendix 1: Independent review panel training

All Independent Review Panel members and clerks must receive training covering:

- The requirements of *The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012*
- Equality and discrimination law as it applies to school exclusions
- The principles of natural justice and fair process
- Understanding of SEND, behaviour regulation, and trauma-informed practice
- The role of safeguarding in behaviour and exclusion decision-making

Training will be refreshed at least every three years to ensure members remain up to date with legislative and procedural changes.