



Things done well make the best memories
SIR NORTON KNATCHBULL – 1637

Suspensions & Permanent Exclusions Policy

Policy Owner	Headteacher
Reviewed by	Tom Sparrow, AHT
Delegated Authority	Education Committee
Approved by the Board of Governors	14 th July 2026
Equality Impact Assessment	Tom Sparrow 30 th November 2023
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Publication	School Website

1. Rationale

The Norton Knatchbull School promotes an inclusive ethos, which focuses on mutual respect between all members of its community. In order to uphold this, NKS has a clearly defined code of conduct for students and an approach of using rewards frequently and sanctions as and when appropriate. The overwhelming majority of students respond very well to this approach. However, the Headteacher may deem it necessary to exclude a student on a fixed-term basis if there has been a serious breach of this code of conduct and therefore the school ethos has been undermined.

Exclusion (including suspension and permanent exclusion) will only be used for disciplinary reasons. It will not be used for non-disciplinary purposes.

The school will ensure that all decisions to suspend or permanently exclude are lawful, reasonable, proportionate, and take full account of safeguarding, equality duties, and the individual needs of the pupil.

A decision to exclude a pupil will be taken only:

- In response to a 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

The Headteacher may impose a Permanent Exclusion following either a one-off incident of a very serious nature, or following a series of suspensions

2. Purpose

Prior to any decision to suspend or permanently exclude, the school will consider:

- any safeguarding risks presented by the behaviour;
- whether appropriate early interventions and support have been implemented;
- the pupil's special educational needs, disabilities, or vulnerabilities;
- whether reasonable adjustments have been made in line with the Equality Act 2010.

Permanent Exclusion should be used sparingly in response to serious breaches of school policy or criminal law.

Permanent exclusion should be used as a last resort, when all other reasonable steps have been taken, and when allowing the student to remain in school would be seriously detrimental to the education and welfare of the student or of others in the school community.

Each child will be treated as an individual and in the case of Children who are Looked After, every effort will be made to contact social services and deal with matters sensitively.

Alternative measures for application (in no specific order) in advance of exclusion may be:

- interviewing the parent(s)/carer(s) and student;
- identifying special education needs;
- negotiating an agreement with the parent(s)/carer(s) and student;

- issuing a formal warning;
- withdrawal from class;
- isolation;
- detention, subject report, school report, Senior Leadership Team red report; community service;
- the involvement of external support services as appropriate.

A student may be suspended on a temporary basis for a serious breach of school discipline. Examples of behaviour likely to lead to suspension are as follows:-

- Physical violence or assault
- Verbal threats or intimidation towards staff or students
- Bullying, including discriminatory bullying
- Possession, use, supply, consumption or being under the influence of drugs or alcohol on school premises
- Smoking, vaping or possession of vaping devices on school premises
- Possession of an offensive weapon or any item intended to cause harm
- Using an aerosol, or any other substance, in a manner likely to harm self or others
- Theft or serious damage to property
- Serious misuse of technology, including cyberbullying or accessing, creating or sharing inappropriate material
- Sexual harassment, sexual violence or harmful sexual behaviour
- Persistent breaches of the school's behaviour policy
- Deliberate refusal to comply with reasonable instructions where health, safety or safeguarding is compromised
- Behaviour that poses a significant risk to the safety, welfare or education of others
- Serious misconduct occurring outside school which adversely affects the school community or reputation of the school

The examples above are not exhaustive. The Headteacher will consider the individual circumstances of each case and may impose a suspension for any serious breach of the school's behaviour policy where allowing the pupil to remain in school would undermine the safety, welfare or education of others.

Out of school behaviour

We have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives us a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." The misbehaviour could be witnessed by a staff member or otherwise reported to the school. We therefore reserve the right to discipline a student for:

- any misbehaviour when the child is: taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to

themselves or another pupil or member of the public or could adversely affect the reputation of the school.

- The punishment will be proportionate to the misbehaviour and could be up to and including a fixed term or permanent exclusion.

3. Implementation

The power to exclude a student is exercisable only by the Headteacher. However, a person acting for the Headteacher, in their absence, may make temporary exclusions, pending the return of the Headteacher.

Before deciding whether to suspend or permanently exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
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- Actively seek and consider the pupil's view as part of the decision-making process including giving them the opportunity to provide their version of events
Consider if the pupil has special educational needs (SEN) The Headteacher will also consider any previous interventions, the pupil's welfare, and any safeguarding concerns before reaching a decision.

When a decision is taken to exclude a student the parent/carer will be notified immediately, ideally by telephone, as well as in writing. The Headteacher informs the Chair of Governors of exclusions.

The letter will state:

- For a fixed period of suspension, the precise period of the suspension;
- for a permanent exclusion, the fact that it is a permanent exclusion;
- the reasons for the exclusion;
- the parents'/carers' right to make representations about the suspension/permanent exclusion to the Governing Body;
- the person whom the parent/carer should contact if they wish to make such representations;
- the parents/carers right to see a copy of their son/daughter's school record upon written request;
- for a fixed period suspension, the date and time when the student should return to school;
- Parents will be offered a reintegration meeting (moving forward meeting) after a suspension where points of support will be raised and key objectives from both parent and school are discussed and agreed. (See Appendix A)
- for a permanent exclusion, the date it takes effect and any relevant previous history;
- the arrangements made for enabling the student to continue their education, including the setting and marking of work;
- the name and telephone number of an officer of the Local Authority who can provide advice;
- the telephone numbers of other appropriate helplines.
- Where a suspension exceeds five school days, the school will ensure that suitable full-time education is arranged for the pupil from the sixth school day.

Within one school day, the Headteacher will inform the Chair of the Governing Body of:

- permanent exclusion;
- suspensions which will result in the student being excluded for more than 5 school days or 10 half days, in any one term;
- suspensions which will result in a student missing a public examination.

Exclusions/suspensions will be reported to the Governing Body via the regular Headteacher report and at least annually.

Exclusion reports for the LA will include:

- the student's name;
- the length of the exclusion/suspension;
- the reason for the exclusion/suspension;
- the student's age and ethnicity;
- whether the student has special educational needs
- whether the student is in Local Authority Care.

Students at high risk of exclusion will be put on a Pastoral Support Plan.

3.1 Safeguarding Separation (Not a Suspension)

In exceptional circumstances, a pupil may be required to remain away from school premises for safeguarding reasons. This is not a suspension and will only be used where:

- There is a serious safeguarding concern; and
- It is not possible to safely manage the pupil on site.

Where safeguarding separation is used, the school will:

- Ensure the arrangement is clearly recorded as separate from a suspension;
- Work with the local authority as required to ensure appropriate education is provided;
- Keep the arrangement under regular review, with a view to the students returning to school as soon as possible

3.2 Managed Moves and Off-site Direction

Before considering permanent exclusion, the school will consider whether alternative arrangements may better meet the needs of the pupil and the school community. These may include a managed move to another school or an off-site direction to alternative provision. Such arrangements will only be used where they are considered appropriate, proportionate and in the best interests of the pupil.

Off-site Direction

An off-site direction is a temporary arrangement whereby a pupil remains on the school roll but receives education at an alternative setting. It may be used to help improve a pupil's behaviour, avoid the need for a permanent exclusion, provide additional support, or facilitate a successful reintegration into mainstream education.

When considering an off-site direction, the school will:

- Consider whether the arrangement is in the best interests of the pupil and other members of the school community.
- Consult with parents/carers and, where appropriate, the pupil before a placement begins.
- Set clear objectives for the placement, including expected outcomes and review arrangements.
- Monitor the pupil's attendance, behaviour, welfare and educational progress throughout the placement.
- Review the arrangement regularly to determine whether the pupil should return to full-time mainstream education or whether alternative arrangements are required.

Managed Moves

A managed move is a voluntary agreement between schools, parents/carers and the pupil to transfer a pupil permanently to another school as an alternative to permanent exclusion. Managed moves will only be considered where there is a realistic prospect of a fresh start leading to improved outcomes for the pupil.

Any managed move will:

- Be undertaken with the full knowledge and agreement of parents/carers.
- Be in the best interests of the pupil.
- Comply with the School Admissions Code.
- Follow consultation between the schools involved, parents/carers and the pupil where appropriate.
- Have clearly defined objectives, support arrangements and success criteria.
- Be subject to appropriate monitoring and review arrangements during any agreed trial period.

The school will ensure that managed moves and off-site direction are not used as informal exclusions and that all arrangements are recorded and reviewed in accordance with statutory guidance and local procedures.

4. Governing Body duties:

4.1 Permanent exclusion or fixed period suspension totalling more than 15 days in a term

A panel of Governors will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent;
- It is a fixed-period suspension which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in the pupil missing a public examination or national curriculum test

4.2 Exclusion resulting in a pupil missing a public examination or national curriculum test

The Governing Body will consider the reinstatement of an excluded pupil where it is a fixed-period suspension which would result in a pupil missing a public examination or national test. As far as reasonably practical the meeting will take place before the date of the examination or test but in any event within 15 school days of receiving notice of the suspension

4.3 Suspension totalling more than 5 but less than 16 days in a term

Where a pupil is suspended for more than 5 but less than 16 days in a term, the parents may make a written representation. Where a written representation is received from the parents/carers, the Governing Body will convene a meeting which the parents are invited to attend. This meeting will take place within 50 school days of receiving notice of the suspension

whether the suspended pupil should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.

4.4 Suspensions totalling 5 school days or less in a term

Where a pupil's total number of days of suspension is not more than five in a term, the Governing Body will consider any representations made by the parents but it cannot direct reinstatement and is not required to arrange a meeting with parents.

Where a meeting is required the Chair of the Panel will

- invite, within the statutory time limit, the parent/carer and Headteacher to the meeting, at a time and place convenient to all parties;
- ask for any written statements, including witness statements, in advance of the meeting;
- circulate in advance any written statements, including witness statements and a list of all those who will be present at the meeting to all parties.

The order of proceedings will be as follows:

- the Chair of the Panel makes introductions and outlines the reason for the meeting;
- the Headteacher presents the reasons for the suspension exclusion;
- the parent(s)/carer(s) may question the Headteacher;
- the parent(s)/carer(s) to give their views;
- the Headteacher may question the parent(s)/carer(s);
- the panel may question all parties;
- the Chair to summarise the proceedings;
- the Headteacher and parent(s)/carer(s) withdraw;
- all parties will be informed of the Panel's decision, in writing, within one school day of the meeting, stating their reasons;
- parent(s)/carer(s) are notified of their right of appeal, if appropriate.

Sufficient time will be allowed for each party to put their case. No party attending the meeting will be present alone with the Panel in the absence of any other party.

If requested by the parent/carer the suspended/excluded student will be permitted to attend the meeting and to speak. The parent/carer may be accompanied by a friend or legal representative.

If the Panel decides to re-instate a student, then a date for reinstatement will be given. The Panel may attach conditions to any direction they may give regarding re-instatement.

Where a decision is taken not to re-instate then the letter will include the following information:

- the reason for the decision;
- their right of appeal to an Independent Appeal Panel, together with the name and address of the person to whom any notice of appeal should be sent;
- the date by which any notice of appeal should be lodged;
- that any notice of appeal must set out the grounds on which the appeal is made.

After the meeting a note of the Panel's views on the exclusion will be placed in the student's school record, with copies of relevant papers.

4.5 Governor Training for Exclusion Panels

All governors involved in exclusion hearings or review panels will receive appropriate training to ensure they are equipped to make lawful, fair, and well-informed decisions.

Appendix A

NKS Moving Forward Meeting/Reintegration

Date:

Time:

Attended:

Reason for the Meeting:
Details of Incident / Issues:
Student View:
Carer View:
School View:
Agreed Actions:
Impact Reflection: Date: Comments:

NKS Equality Impact Assessment



THE NORTON
KNATCHBULL
SCHOOL

Policy Title: Suspensions & Exclusions Policy

Policy Status: Existing

Date Completed: April 2025

Completed by: Tom Sparrow, Assistant Headteacher

Groups Affected: Pupils

Purpose of the Equality Impact Assessment (EIA)

The purpose of this Equality Impact Assessment is to ensure that the Suspensions & Exclusions Policy does not directly or indirectly discriminate against any protected groups under the Equality Act 2010. It is also intended to highlight opportunities for promoting equality and mitigating adverse impact where possible.

Impact Analysis by Protected Characteristic

Group	Positive Impact	Neutral Impact	Negative Impact	Explanation
Sex		☒		The policy is applied consistently to all students regardless of gender.
Race		☒		Procedures are fair, transparent, and culturally neutral. Disproportionality in exclusion rates is monitored.
Religion or belief		☒		No aspect of the policy conflicts with religious belief.
Sexual orientation		☒		All students are treated equitably regardless of sexual orientation.
Gender reassignment		☒		The policy supports a respectful and inclusive environment.
Pregnancy or maternity	☒			Flexibility is available where needed for pregnancy-related circumstances.
Age		☒		Applies equally to all eligible students.
Disability	☒			Students with disabilities are considered for reasonable adjustments; needs are reviewed before decisions are made.
Marriage or civil partnership		☒		Not applicable to students. Staff policies are aligned.

Additional Relevant Groups

Group	Positive Impact	Neutral Impact	Negative Impact	Explanation
Students with Special Educational Needs (SEN)	☒			SEN is considered during all behaviour reviews; adjustments and support are offered.
Looked After Children	☒			Social workers are contacted where appropriate, and additional care is taken with decision-making.

Group	Positive Impact	Neutral Impact	Negative Impact	Explanation
English as an Additional Language (EAL)		☒		Policy is language-neutral and interpreters can be used where needed.
Families with separated parents	☒			Both parents are engaged where possible in the exclusion process.

Intersectional Impact

This policy is not anticipated to have adverse impacts on students with multiple protected characteristics. Any incidents of racism, sexism, transphobia, or other discriminatory behaviour are taken extremely seriously. The policy promotes a safe and inclusive school environment where unacceptable behaviour is addressed consistently.

Monitoring and Review

- **Data Monitoring:** The school monitors exclusions data (including by race, SEN status, gender, and other protected characteristics) to identify any disproportionality.
- **Reasonable Adjustments:** The school ensures that students with disabilities or additional needs are considered individually, and reasonable adjustments are made before any exclusion is issued.
- **Review Process:** This EIA and the associated policy will be reviewed annually or sooner if exclusion data suggests a disproportionate impact.
- **Governance Oversight:** The Education Committee will continue to review exclusion patterns termly and interrogate impact by protected group.

Stakeholder Engagement

The policy was taken to the Board of governors for comment and refinement. The school will continue to consult staff, governors, and parents during the annual review and act upon feedback from exclusion panels and reintegration meetings.