



The Flourish Federation

Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
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Contents

1. Policy Statement	3
2. Legislative Framework	4
3. Aims.....	5
4. Principles	5
5. Definitions	7
6. Roles and Responsibilities.....	7
The Headteacher.....	7
Governing Board	8
Staff	8
Parents and Carers.....	9
7. The Headteacher's Power to Suspend or Permanently Exclude	9
8. Factors Considered Before Making a Decision	10
9. Circumstances That May Lead to Suspension or Permanent Exclusion	10
10. Unlawful Exclusions and Off-Rolling	11
11. Notification of Suspension or Permanent Exclusion	12
12. Education During a Suspension	13
13. Cancellation of an Exclusion	13
14. Preventative Measures	14
15. Temporary Reduced Timetables.....	14



The Flourish Federation

Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

16. Off-site Direction.....	15
17. Managed Moves	16
18. Separation for Safeguarding Purposes	17
19. Reintegration Following Suspension.....	17
20. Alternative Provision.....	18
21. Governing Board Responsibilities	19
22. Pupils with SEND, Disabilities and Additional Vulnerabilities.....	20
23. Equality	21
24. Safeguarding	21
25. Record Keeping	22
26. Monitoring and Evaluation	22
27. Related Policies	23



Exclusion and Suspension Policy

Ratioed	15 th July 2026	Review	July 2027
---------	----------------------------	--------	-----------

1. Policy Statement

At The Flourish Federation, we believe that every child has the right to learn in a calm, safe and supportive environment where they feel valued, respected and able to achieve their potential. Positive behaviour is fundamental to this vision and is underpinned by high expectations, strong relationships, consistent routines and a culture of mutual respect.

We are committed to supporting all pupils to succeed. Through high-quality teaching, clear behaviour expectations, pastoral support and early intervention, we seek to understand and address the underlying causes of behaviour wherever possible. We recognise that behaviour is a form of communication and that, for some pupils, additional support, reasonable adjustments or specialist intervention may be required to enable them to meet our expectations.

Suspension and permanent exclusion are serious sanctions and will only ever be used when all appropriate and proportionate alternatives have been considered, or where the seriousness of an incident means that no other response is appropriate. Permanent exclusion will always remain a measure of last resort.

The federation also recognises that suspension and permanent exclusion are legitimate behaviour management tools which protect the education, safety and wellbeing of the wider school community. Their appropriate use helps maintain the high standards of behaviour that enable all pupils and staff to learn and work safely.

In exercising these powers, the Headteacher will ensure that every decision is:

- lawful;
- reasonable;
- fair;
- proportionate;
- evidence-informed; and
- made in accordance with statutory guidance and the principles of natural justice.

The Flourish Federation will ensure that every suspension or permanent exclusion is managed with dignity, transparency and compassion, whilst maintaining high expectations of behaviour and safeguarding the welfare of all members of the school community.



Exclusion and Suspension Policy

Ratioed	15 th July 2026	Review	July 2027
---------	----------------------------	--------	-----------

2. Legislative Framework

This policy has been developed in accordance with the following legislation and statutory guidance:

Primary legislation

- Human Rights Act 1998
- Education Act 1996
- Education Act 2002 (as amended)
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014

Regulations

- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 (as amended)
- Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026

Statutory guidance

- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE, July 2026)
- Behaviour in Schools (DfE)
- Keeping Children Safe in Education
- Working Together to Improve School Attendance
- SEND Code of Practice: 0–25 Years
- Mental Health and Behaviour in Schools
- Arranging Alternative Provision: A Guide for Local Authorities and Schools

This policy should be read alongside the Federation's:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy



Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

- Equality Information and Objectives
- Attendance Policy
- Anti-Bullying Policy
- Complaints Policy

3. Aims

This policy aims to:

- maintain a calm, safe and orderly learning environment for all pupils and staff;
- promote consistently high standards of behaviour across the Federation;
- ensure suspensions and permanent exclusions are used lawfully, fairly and proportionately;
- safeguard the welfare, education and wellbeing of all pupils;
- ensure pupils receive appropriate support before suspension or permanent exclusion is considered wherever reasonably possible;
- meet all statutory duties relating to equality, safeguarding and special educational needs;
- support pupils to successfully reintegrate following suspension;
- ensure that governors fulfil their statutory responsibilities; and
- provide parents and carers with clear information regarding the school's procedures and their rights.

4. Principles

The Flourish Federation believes that:

High expectations benefit every child.

Children thrive where expectations are clear, consistently applied and supported by positive relationships. Every pupil has the right to learn without disruption and every member of staff has the right to work in a safe environment.

Behaviour should be taught, not simply managed.



Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

The Federation's behaviour systems are designed to explicitly teach, reinforce and celebrate positive behaviour. Suspension is not viewed as an endpoint, but as one element within a wider behaviour improvement strategy.

Early intervention is essential.

Where concerns emerge, staff will seek to identify underlying needs and provide appropriate support before behaviour escalates. This may include pastoral intervention, SEND support, reasonable adjustments, external agency involvement or multi-agency working where appropriate.

Suspension is an important behaviour management tool.

Where proportionate, suspension provides a clear response to serious or persistent breaches of the Behaviour Policy, reinforces expectations and helps protect the education and welfare of others.

Permanent exclusion is a last resort.

Permanent exclusion will only be considered where:

- there has been a serious breach or persistent breaches of the Behaviour Policy; **and**
- allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Equality, inclusion and safeguarding remain central.

The Federation recognises its duties under the Equality Act 2010 and Children and Families Act 2014. Before making decisions regarding suspension or permanent exclusion, consideration will always be given to:

- any protected characteristics;
- any identified or suspected special educational needs;
- any disability;
- whether reasonable adjustments have been made;
- safeguarding concerns;
- contextual factors surrounding the incident; and
- whether further assessment or support may be required.



The Flourish Federation

Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

No pupil will be suspended or permanently excluded solely because they have SEND, a disability, a protected characteristic or because the Federation considers their needs difficult to meet.

5. Definitions

For the purposes of this policy:

Suspension refers to a fixed-period exclusion from school on disciplinary grounds.

Permanent exclusion means a pupil is no longer permitted to attend the school unless subsequently reinstated by the Governing Board or Independent Review Panel.

Exclusion refers collectively to both suspensions and permanent exclusions.

Off-site direction is a temporary placement at another educational setting to improve behaviour and reduce the likelihood of permanent exclusion. It is not a suspension.

Managed move is a voluntary, planned transfer to another school undertaken with the agreement of all parties to provide a fresh start and avoid permanent exclusion.

Separation for safeguarding purposes is a temporary measure used to protect pupils during safeguarding investigations. It is not an exclusion and will only be used in exceptional circumstances in accordance with statutory guidance.

6. Roles and Responsibilities

The Headteacher

Only the Headteacher has the legal authority to suspend or permanently exclude a pupil on disciplinary grounds.

The Headteacher will:

- ensure decisions are lawful, reasonable, fair and proportionate;



Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

- consider all relevant evidence before making a decision;
- establish the facts using the civil standard of proof, namely whether it is more likely than not that the alleged behaviour occurred;
- consider the pupil's views, where appropriate, taking account of their age and understanding;
- consider any contributing factors, including safeguarding concerns, SEND, disability, mental health and wider contextual issues;
- fulfil all statutory notification requirements;
- arrange suitable education where required;
- support pupils to reintegrate successfully following suspension; and
- maintain accurate records of all suspensions and permanent exclusions.

Governing Board

The Governing Board will:

- fulfil all statutory responsibilities relating to suspensions and permanent exclusions;
- consider cases within statutory timescales;
- ensure decisions are made impartially and fairly;
- monitor suspension and permanent exclusion data, including patterns and trends;
- seek assurance that exclusions are used appropriately and without unlawful discrimination; and
- review this policy regularly to ensure compliance with current legislation.

Staff

All staff are responsible for:

- implementing the Behaviour Policy consistently;
- promoting positive behaviour;
- identifying pupils requiring additional support at the earliest opportunity;
- recording incidents accurately;
- contributing evidence where required; and
- supporting pupils during reintegration following suspension.



The Flourish Federation

Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

Parents and Carers

Parents and carers are expected to:

- work in partnership with the school;
- support their child's behaviour and attendance;
- attend meetings where reasonably requested;
- engage positively with reintegration arrangements; and
- fulfil their legal responsibilities during any period of suspension.

7. The Headteacher's Power to Suspend or Permanently Exclude

Only the Headteacher has the legal authority to suspend or permanently exclude a pupil on disciplinary grounds. In the absence of the Headteacher, this power may only be exercised by a person formally appointed to carry out the functions of the Headteacher in accordance with legislation.

A suspension may be for one or more fixed periods, up to a maximum of **45 school days in a single academic year**. A suspension does not have to be for a continuous period and may include suspension for part of the school day, such as a lunchtime suspension. Lunchtime suspensions count as half a school day.

Permanent exclusion will only be considered:

- in response to a serious breach or persistent breaches of the Federation's Behaviour Policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, including staff.

The behaviour of a pupil outside school may be considered grounds for suspension or permanent exclusion where there is a clear connection to the school and the behaviour could adversely affect the welfare, safety or reputation of members of the school community.

Every decision will be made on its individual merits and will not be determined solely by reference to previous cases.



The Flourish Federation

Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

8. Factors Considered Before Making a Decision

Before reaching a decision, the Headteacher will consider all available evidence and ensure that the decision is lawful, reasonable, fair and proportionate.

The Headteacher will establish the facts using the civil standard of proof; namely, whether it is more likely than not that the alleged behaviour occurred.

Where appropriate, the pupil will be given an opportunity to present their account of events. Their age, maturity, communication needs and understanding will be considered, together with any support required to enable them to express their views.

The Headteacher will also consider:

- the seriousness of the incident;
- the impact on the safety, welfare and education of other pupils and staff;
- whether the Behaviour Policy has been breached;
- previous behaviour patterns and any relevant disciplinary history;
- the proportionality of suspension or permanent exclusion;
- any mitigating or contributing factors;
- whether the behaviour may have been influenced by bullying, bereavement, safeguarding concerns, trauma, mental health or family circumstances;
- any known or suspected special educational needs or disability;
- whether reasonable adjustments have been implemented where required;
- advice from relevant professionals where appropriate; and
- whether alternative interventions have been attempted or remain appropriate.

Nothing within this section prevents the Headteacher from suspending or permanently excluding a pupil where the seriousness of the incident warrants such action.

9. Circumstances That May Lead to Suspension or Permanent Exclusion

The decision to suspend or permanently exclude is always based upon the individual circumstances of each case.



The Flourish Federation

Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

Examples of behaviour that may result in suspension or permanent exclusion include, but are not limited to:

- physical assault against another pupil;
- physical assault against a member of staff or another adult;
- verbal abuse or threatening behaviour towards pupils or adults;
- persistent disruptive behaviour;
- bullying, including cyberbullying;
- discriminatory behaviour, including racist, sexist, homophobic, biphobic, transphobic or disability-related abuse;
- possession, use or threatened use of an offensive weapon or prohibited item;
- serious damage to property;
- behaviour that places the safety of others at significant risk;
- behaviour that seriously undermines the good order and discipline of the school.

This list is illustrative rather than exhaustive. The Headteacher retains discretion to consider the specific circumstances of each incident.

10. Unlawful Exclusions and Off-Rolling

The Flourish Federation will not use informal or unlawful exclusions.

The Federation will not:

- send a pupil home informally without recording the absence as a suspension;
- use a part-time timetable as a disciplinary sanction or as an alternative to a suspension.
- encourage parents to electively home educate in order to avoid permanent exclusion;
- remove a pupil from roll other than in accordance with statutory requirements;
- exclude a pupil because of academic attainment;
- exclude a pupil solely because they have SEND or a disability;
- refuse to reinstate a pupil because a parent has not attended a reintegration meeting or met any additional condition.

Where temporary arrangements are required for safeguarding reasons, these will be managed separately from the exclusion process and in accordance with statutory safeguarding guidance.



Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

11. Notification of Suspension or Permanent Exclusion

Where a decision is made to suspend or permanently exclude a pupil, the Headteacher will notify the parent or carer without delay.

Notification will normally be made initially by telephone wherever practicable and will always be confirmed in writing.

The written notification will include:

- the reason for the suspension or permanent exclusion;
- the length of the suspension or confirmation that the exclusion is permanent;
- the arrangements for the pupil's education during the exclusion;
- the parent's legal responsibilities during the first five school days of any suspension;
- information regarding the right to make representations to the Governing Board;
- details of how those representations may be made;
- where applicable, details of the parent's right to attend any Governing Board meeting and to be accompanied by a friend or representative.

The Headteacher will fulfil all statutory notification requirements following a suspension or permanent exclusion.

This includes notifying:

- the Local Authority, without delay, of every suspension and permanent exclusion;
- the Governing Board, without delay, where:
 - a permanent exclusion has been issued;
 - a suspension or permanent exclusion results in the pupil being suspended for more than five school days (or more than ten lunchtimes) in any one term; or
 - the exclusion would result in the pupil missing a public examination or National Curriculum test;
- the pupil's social worker, where applicable, without delay; and
- the Virtual School Head, where the pupil is looked after, without delay.

The Governing Board will also receive, at least once each term, notification of all other suspensions in accordance with statutory guidance.

Notifications will comply with all statutory timescales and requirements.



The Flourish Federation

Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

12. Education During a Suspension

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

For the first five school days of a suspension, the school will take reasonable steps to provide work that is appropriate to the pupil's age, ability and curriculum.

Where practicable, work may be provided through paper-based resources, digital learning platforms or other appropriate curriculum materials.

Work will be designed to minimise disruption to learning and, where reasonably practicable, will be reviewed or marked by school staff.

Where a suspension exceeds five consecutive school days, or where otherwise required by law, suitable full-time education will be arranged from the sixth school day.

The Federation will continue to fulfil its duties towards pupils with SEND or disabilities throughout any period of suspension, including making reasonable adjustments where appropriate.

13. Cancellation of an Exclusion

The Headteacher may cancel a suspension or permanent exclusion provided that the Governing Board has not yet met to consider reinstatement.

Where an exclusion is cancelled:

- parents will be informed without delay;
- the Governing Board and Local Authority will be notified;
- where applicable, the pupil's social worker and the Virtual School Head will also be notified;
- the reason for the cancellation will be provided in writing;
- the pupil will be permitted to return to school without delay;
- parents will be offered the opportunity to meet with the Headteacher to discuss the circumstances surrounding the cancellation.



Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

Any period already served as part of a cancelled suspension will continue to count towards the statutory maximum of 45 school days in an academic year.

14. Preventative Measures

The Flourish Federation is committed to reducing the need for suspension and permanent exclusion through early identification of need, timely intervention and collaborative working with pupils, parents and external agencies.

Where a pupil's behaviour gives cause for concern, the school will consider a range of appropriate interventions before suspension or permanent exclusion, unless the seriousness of the incident requires an immediate disciplinary response.

Preventative measures may include, but are not limited to:

- pastoral support and mentoring;
- behaviour support plans;
- restorative approaches;
- reasonable adjustments for pupils with SEND or disabilities;
- intervention from the Senior Leadership Team or Inclusion Team;
- referral to external agencies;
- Early Help and multi-agency working;
- individual risk assessments and safety plans;
- temporary reduced timetables where appropriate;
- off-site direction; and
- managed moves.

The Federation recognises that these interventions should be proportionate, responsive to individual need and regularly reviewed to ensure they remain effective.

15. Temporary Reduced Timetables

A temporary reduced timetable may, in exceptional circumstances, be appropriate where it is in the best interests of the pupil and forms part of a planned programme of educational, pastoral or safeguarding support.



Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

A reduced timetable will only be implemented where full-time attendance is temporarily not appropriate due to the pupil's individual needs or circumstances. It will not be used as a disciplinary sanction or as an alternative to the statutory suspension process.

Any reduced timetable will:

- be agreed, wherever possible, with parents or carers;
- have clearly defined educational, pastoral or safeguarding objectives;
- be time-limited;
- be subject to regular review;
- include a clear plan for a return to full-time education at the earliest appropriate opportunity;
- take account of the Federation's duties under the Equality Act 2010 and the Children and Families Act 2014;
- be recorded and monitored in accordance with statutory attendance guidance; and
- be notified to the Local Authority where required by local procedures.

16. Off-site Direction

Where appropriate, the Governing Board may require a pupil to attend educational provision at another setting on a temporary basis to improve behaviour and reduce the likelihood of permanent exclusion.

Off-site direction is a preventative intervention and must not be used as a disciplinary sanction or punishment.

The Federation retains overall responsibility for the pupil whilst an off-site direction remains in place.

Before directing a pupil off-site, consideration will be given to:

- the individual needs of the pupil;
- the objectives of the placement;
- safeguarding implications;
- any identified or suspected SEND;
- the suitability of the proposed provision; and
- the anticipated impact upon the pupil's education and wellbeing.



The Flourish Federation

Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

Where off-site direction is used, the Federation will:

- clearly define the objectives of the placement;
- specify the intended duration;
- notify parents in writing in accordance with statutory requirements;
- monitor attendance, behaviour and progress throughout the placement;
- review the placement regularly; and
- develop a clear reintegration plan from the outset.

Parents will be invited to contribute to review meetings and the placement will remain under review by the Governing Board in accordance with statutory guidance.

17. Managed Moves

A managed move is a voluntary agreement between schools, parents and the pupil to permanently transfer a pupil to another mainstream school where this is considered to be in the pupil's best interests.

The Federation will ensure that:

- managed moves are undertaken voluntarily;
- parents are fully involved throughout the process;
- the receiving school agrees to the placement;
- the pupil's views are considered where appropriate;
- appropriate transition arrangements are in place; and
- all statutory and local authority procedures are followed.

Managed moves may be considered where they offer a realistic opportunity to improve outcomes for the pupil and avoid the need for permanent exclusion. Decisions will be made on a case-by-case basis, taking account of the needs of the pupil, the safety and welfare of the wider school community and the views of parents and the receiving school.

The Federation will not use a managed move to place undue pressure on parents to remove their child from the school or to circumvent the statutory permanent exclusion process. Where the Headteacher determines that permanent exclusion is the appropriate and proportionate response, the statutory exclusion process will be followed.



Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

18. Separation for Safeguarding Purposes

In exceptional circumstances, it may be necessary to temporarily prevent a pupil from attending the school site for safeguarding reasons whilst enquiries or risk assessments are undertaken.

This is not a suspension or permanent exclusion and must not be recorded or managed as such.

Temporary separation will only be considered where:

- there is a significant safeguarding concern;
- separation is necessary to protect one or more pupils or members of staff;
- the identified risks cannot reasonably be managed whilst the pupil remains on site; and
- the arrangement is proportionate, lawful and regularly reviewed.

The Designated Safeguarding Lead (or Deputy DSL) will lead the assessment of risk, working alongside external agencies where appropriate.

Parents will be informed of the reasons for the arrangement without delay.

Where a pupil is temporarily prevented from attending school for safeguarding reasons, the Federation will ensure that suitable educational provision is considered in accordance with its statutory duties and will work towards the pupil's safe return to school at the earliest appropriate opportunity.

19. Reintegration Following Suspension

The Federation believes that successful reintegration is fundamental to improving behaviour, strengthening relationships and reducing the likelihood of future suspensions.

Following every suspension, the school will seek to hold a reintegration meeting with the pupil and, wherever possible, their parent or carer before, or at the beginning of, the pupil's return to school.

The purpose of the meeting is to:



Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

- welcome the pupil back to school;
- reinforce the Federation's expectations for behaviour;
- reflect upon the circumstances that led to the suspension;
- identify any underlying factors that may have contributed;
- agree strategies and support to promote future success; and
- rebuild and strengthen the partnership between home and school.

The absence of a parent or carer will not delay or prevent the pupil's return to school.

Where appropriate, an individual reintegration plan will be developed. This may include:

- regular check-ins with a trusted adult;
- mentoring or pastoral support;
- restorative conversations;
- personalised behaviour targets or report cards;
- reasonable adjustments;
- SEND support;
- intervention from external agencies;
- phased reintegration where appropriate; and
- regular review meetings with parents.

Reintegration arrangements will be proportionate to the needs of the individual pupil and reviewed regularly to ensure they remain effective.

20. Alternative Provision

Where a suspension exceeds five consecutive school days, or where otherwise required by law, the Federation will ensure that suitable full-time education is arranged from the sixth school day.

Alternative provision will:

- provide education appropriate to the pupil's age, aptitude and ability;
- support continuity of learning;
- take account of any identified SEND or disability;
- be communicated clearly to parents;
- include details of attendance arrangements; and
- support successful reintegration wherever appropriate.



Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

The Federation will work collaboratively with alternative providers to monitor attendance, engagement, progress and wellbeing throughout the placement.

Where a pupil has an Education, Health and Care Plan, or is supported by external agencies, appropriate liaison will take place to ensure continuity of provision.

21. Governing Board Responsibilities

The Governing Board will fulfil its statutory duties in relation to suspensions and permanent exclusions in accordance with current legislation and statutory guidance.

The Governing Board will:

- consider suspensions and permanent exclusions within the statutory timescales;
- consider any representations made by parents, pupils (where appropriate) and the Headteacher;
- review all evidence impartially before reaching a decision;
- ensure decisions are lawful, reasonable, fair and proportionate;
- consider the welfare and educational interests of both the individual pupil and the wider school community;
- comply with all statutory notification and review requirements;
- monitor patterns and trends in suspensions and permanent exclusions;
- consider whether particular groups of pupils are disproportionately represented;
- seek assurance that exclusions are being used appropriately, consistently and lawfully; and
- review this policy annually, or sooner where legislation or statutory guidance changes.

Where required by legislation, the Governing Board will meet to consider whether a suspended or permanently excluded pupil should be reinstated.

Meetings may be held remotely where requested and where the statutory conditions for remote access are met.



Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

22. Pupils with SEND, Disabilities and Additional Vulnerabilities

The Federation recognises that some pupils may require additional support in order to meet the school's behaviour expectations.

Before making a decision to suspend or permanently exclude a pupil, the Headteacher will consider whether:

- the pupil has identified or suspected Special Educational Needs (SEND);
- the pupil has a disability as defined by the Equality Act 2010;
- the Federation has fulfilled its duty to make reasonable adjustments where required;
- the behaviour may be linked to an unmet educational, social, emotional or mental health need;
- safeguarding concerns, trauma, bereavement, bullying or other significant contextual factors may have contributed to the behaviour;
- further assessment or review of the pupil's needs is appropriate;
- advice or involvement from relevant external professionals or agencies should be sought; and
- additional support or alternative interventions could reasonably be implemented before deciding upon suspension or permanent exclusion, unless the seriousness of the incident requires an immediate disciplinary response.

The existence of SEND, a disability or other additional needs does not prevent suspension or permanent exclusion where the statutory threshold has been met. However, these factors will always be carefully considered when determining whether suspension or permanent exclusion is lawful, reasonable, fair and proportionate.

The Federation recognises that behaviour can be an indicator of unmet need. Where appropriate, consideration will be given to whether further assessment or additional support should be provided before, alongside or following any disciplinary decision.

Where appropriate, the school will work collaboratively with parents, the SENDCo, external agencies and the Local Authority to identify suitable strategies and support.

Nothing within this policy prevents the suspension or permanent exclusion of a pupil with SEND or a disability where the statutory threshold has been met. However, decisions will always take account of the Federation's duties under the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice.



The Flourish Federation

Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

The Federation will not suspend or permanently exclude a pupil solely because they have SEND, a disability or because the school considers their needs difficult to meet.

23. Equality

The Federation is committed to ensuring that this policy is implemented fairly, consistently and without discrimination.

In exercising functions under this policy, due regard will be given to the Public Sector Equality Duty by:

- eliminating unlawful discrimination, harassment and victimisation;
- advancing equality of opportunity; and
- fostering good relations between those who share a protected characteristic and those who do not.

The Federation will monitor suspension and permanent exclusion data to identify any disproportionate outcomes for groups of pupils and will take appropriate action where trends are identified.

24. Safeguarding

The welfare of children is paramount.

Where safeguarding concerns arise during the exclusion process, the Designated Safeguarding Lead will ensure that appropriate action is taken in accordance with the Federation's Safeguarding and Child Protection Policy.

Where appropriate, liaison will take place with:

- Children's Social Care;
- the Local Authority;
- the Police;
- Health Services;
- the Virtual School;



The Flourish Federation

Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

- Early Help Services; and
- any other relevant agencies.

The Federation recognises that safeguarding and behaviour are closely linked and will ensure that both are considered throughout the decision-making process.

25. Record Keeping

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

Records will include, where appropriate:

- the reason(s) for the suspension or permanent exclusion;
- the evidence considered;
- the length of any suspension;
- notification letters;
- representations made by parents;
- Governing Board decisions;
- reintegration arrangements;
- alternative provision arrangements;
- any subsequent reviews or appeals; and
- copies of statutory notifications to the Local Authority.

Records will be retained securely in accordance with the Federation's Data Protection Policy and Records Retention Schedule.

26. Monitoring and Evaluation

The Headteacher will report suspension and permanent exclusion information to the Governing Board in accordance with statutory requirements.

In addition, the Governing Board will receive appropriate monitoring information regarding:

- the number and duration of suspensions;
- permanent exclusions;



Exclusion and Suspension Policy

Ratified	15 th July 2026	Review	July 2027
----------	----------------------------	--------	-----------

- repeat suspensions;
- trends by year group;
- patterns relating to protected characteristics;
- pupils with SEND;
- looked after and previously looked after children;
- the effectiveness of reintegration arrangements; and
- the impact of preventative interventions.

The Governing Board will use this information to evaluate the effectiveness of the Federation's behaviour culture, inclusion strategies and safeguarding arrangements.

In undertaking this role, the Governing Board will seek assurance that suspension and permanent exclusion decisions are made consistently, transparently and in accordance with statutory guidance, recognising both the individual needs of pupils and the Headteacher's responsibility to safeguard the welfare, education and safety of the wider school community.

Where trends or areas of concern are identified, the Governing Board will work with the Headteacher to understand the underlying causes and support the continued development of effective behaviour, inclusion and pastoral practice.

27. Related Policies

This policy should be read alongside the Federation's:

- Behaviour Policy;
- Safeguarding and Child Protection Policy;
- SEND Policy;
- Attendance Policy;
- Equality Information and Objectives;
- Anti-Bullying Policy;
- Complaints Policy;
- Supporting Pupils with Medical Conditions Policy;
- Data Protection Policy.