

TRINITY SCHOOL



Trinity School Exclusions and Suspension Policy

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Policy amendments may occur at any time. Please consult the Policies page on the website for the latest update.

Vision and Ethos

Trinity School is guided by a clear vision: to create a joyful, inclusive learning environment where every child is supported to thrive. We are committed to high aspirations, celebrating individual progress and ensuring all children are empowered to achieve beyond expectations and build bright, fulfilling futures. This vision underpins our approach to behaviour, wellbeing and, where absolutely necessary, the use of suspensions and exclusions.

Commitment to Behaviour and Wellbeing

The school recognises that positive behaviour and emotional wellbeing are essential foundations for high-quality education. Our Behaviour and Wellbeing Policy sets out a proactive, compassionate and highly structured approach to understanding and supporting behaviour. Within this framework, suspensions and exclusions are used only as a last resort, when all reasonable interventions have been attempted and when the safety, education or welfare of pupils or staff would be seriously compromised if a pupil remained in school.

Legal and Statutory Framework

This policy operates within a clear legal framework. Trinity School has regard to the Education Act 2002, the Education and Inspections Act 2006, and the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007. The school also complies with the Equality Act 2010 and the European Convention on Human Rights, particularly the rights to non-discrimination, fair treatment and education. In addition, the school follows relevant Department for Education guidance, including the 2024 statutory guidance on suspensions and permanent exclusions, the 2022 Behaviour in Schools guidance, the SEND Code of Practice, Mental Health and Behaviour in Schools and the latest Keeping Children Safe in Education.

Purpose of the Policy

The purpose of the Exclusions and Suspension Policy is to ensure that any decision to suspend or permanently exclude a pupil is lawful, reasonable and fair, and that it aligns with the school's commitment to inclusion and wellbeing. Exclusions are used only where there has been a serious breach, or persistent breaches, of the Behaviour and Wellbeing Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. The policy also ensures pupils' continued access to education during any period of exclusion.

Relationship to Behaviour and Wellbeing Policy

This policy must be read alongside the Behaviour and Wellbeing Policy. That policy establishes that all behaviour is a form of communication and describes the universal, targeted and specialist strategies staff use to prevent crisis and reduce behaviours of concern. Staff are expected to use primary strategies such as structure, communication systems, sensory regulation and predictable routines, followed by secondary strategies

including de-escalation and adapting demands. Only when these approaches have been consistently implemented and reviewed should exclusion be considered.

Circumstances Leading to Suspension or Exclusion

Suspensions and permanent exclusions are reserved for serious circumstances. These may include behaviour that poses a significant risk to safety, behaviour that may constitute a criminal offence, serious or persistent bullying, significant verbal or physical abuse, sustained disruption to learning or a single serious incident such as a severe assault. Every decision is contextualised, taking into account the pupil's age, developmental level, communication profile, SEND, mental health, medical needs, life experiences and any safeguarding information.

Reasonable Adjustments and Support for Vulnerable Pupils

Trinity School is strongly committed to the principle of reasonable adjustments for pupils with SEND, SEMH needs and other vulnerabilities, including looked-after children. Exclusion will not be used as an automatic response to behaviours linked to disability, mental health or unmet needs. The school will always consider whether consistent support has been implemented, whether additional professional advice is needed and whether adjustments to environment or provision could reduce risk. Multi-agency reviews or emergency EHCP reviews are carried out whenever required.

Decision-Making and Headteacher Responsibilities

Only the Headteacher has the authority to suspend or permanently exclude a pupil. The Headteacher must be satisfied that the decision is proportionate, fair and based on reliable evidence, applying the civil standard of proof. The Headteacher must also consider equality duties, reasonable adjustments and whether any alternative strategies or placements could be used. Informal or unofficial exclusions will not be used.

Types of Exclusion

Suspensions may be fixed-term for up to 45 school days in a year. Permanent exclusion may be used for the most serious circumstances, either as a response to a single severe incident or persistent unsafe behaviour despite extensive support. Lunchtime exclusions may also be used where behaviour presents particular risk, each counting as half a day.

Communication with Parents and Carers

Parents or carers are informed at the earliest opportunity of any suspension or exclusion—usually by telephone followed by written confirmation. This communication outlines the reasons, duration, legal responsibilities, alternative provision arrangements and the right to make representations to the governing body. Written information is provided clearly and accessibly.

Role of the Governing Body

The governing body reviews exclusions where legally required and ensures that decisions are lawful, reasonable and fair. Governors consider evidence, the context of the incident, support previously provided, and the impact on the wider school community. They apply the civil standard of proof and record decisions clearly.

Local Authority Duties

The local authority is responsible for arranging suitable full-time education from the sixth school day of a permanent exclusion. For longer suspensions, the school and local authority work together to ensure appropriate day-six provision. Parents may request an Independent Review Panel if the governing body upholds a permanent exclusion. A SEND expert is offered to support this process.

Continuity of Education During Exclusion

Trinity School ensures educational continuity. During the first five days of a suspension, work is provided for home learning. From day six, full-time commissioned education is arranged. For permanently excluded pupils, the local authority leads this provision, with full cooperation from the school.

Reintegration Following Suspension

On a pupil's return, a reintegration meeting supports restoration of relationships, reflection on the incident and a clear forward plan. This may involve adjustments to routines, additional wellbeing support, updates to risk assessments or revised behaviour plans, all designed to reduce the likelihood of further incidents and to ensure a successful return.

Recording, Monitoring and Data Review

All suspensions and exclusions are formally recorded. The Headteacher and Behaviour and Wellbeing Team monitor patterns alongside physical intervention data, accidents, injuries and use of emergency spaces. Reports are shared with governors to ensure oversight, inform training needs and identify trends requiring intervention.

Preventing Exclusion

Preventing exclusion is a key priority. Staff must show that the strategies outlined in the Behaviour and Wellbeing Policy have been consistently implemented and adapted. Personalised plans, risk assessments, external professional involvement and multi-agency support are used to address needs. Exclusion is only considered when these measures have not sufficiently reduced risk.

Policy Review

This policy is reviewed annually, or sooner if statutory guidance changes. Trinity School remains committed to promoting joyful, inclusive education and ensuring that exclusions are used only when absolutely necessary and in the best interests of all.