All Saints Church of England

Infant and Nursery School

Selston Church of England

Infant and Nursery School

Suspension and Exclusion Policy

Opening hearts and minds through the grace and love of God

Created: September 2026
Next Review Date: September 2027

ALL SAINTS CHURCH OF ENGLAND INFANT AND NURSERY SCHOOL

SELSTON CHURCH OF ENGLAND INFANT AND NURSERY SCHOOL

VISION STATEMENT

Opening hearts and minds through the grace and love of God

At All Saints Church of England Infant and Nursery School and Selston Church of England Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Vision Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

Policy:	Suspension and Exclusion
Approved by:	Local Governing Body
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VERSION	**DATE**	**AUTHOR**	**CHANGES**
2026	07.09.26	JR	New policy

Suspension and Exclusion Policy

1. Our Christian Vision

At All Saints and Selston, we are committed to nurturing every child as a unique and valued child of God. Guided by our Christian vision and values, we seek to provide a safe, loving and inclusive environment in which all children can flourish academically, socially, emotionally and spiritually.

Our approach to behaviour is rooted in the Christian principles of dignity, forgiveness, reconciliation, respect and justice. We recognise that young children are still developing self-regulation, emotional literacy and social skills. Consequently, we prioritise understanding behaviour, repairing relationships and supporting children to learn from mistakes.

We believe that exclusion should be extremely rare in an Infant and Nursery School and that every effort should be made to help children remain successfully engaged in school. However, in exceptional circumstances, suspension or permanent exclusion may be necessary to protect the safety, welfare and learning of others.

This policy is based on the Department for Education's statutory guidance *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2026).*

2. Aims of the Policy

This policy aims to maintain a safe, nurturing and inclusive environment in which all pupils and staff can thrive. It promotes positive behaviour through restorative and supportive approaches that help children learn from their experiences and develop appropriate social and emotional skills. The policy seeks to ensure that any decision to suspend or exclude a pupil is lawful, fair, reasonable and proportionate, taking full account of the child's age, developmental stage and individual needs. It also ensures that the school fulfils its statutory responsibilities in relation to safeguarding, special educational needs and disabilities (SEND), and equality. Consistent with our Christian vision and values, the policy reflects a commitment to dignity, compassion, justice and inclusion, recognising that suspension and, particularly, permanent exclusion, should only ever be used when absolutely necessary and after all reasonable alternatives have been carefully considered.

3. Guiding Principles

Before any decision is made regarding suspension or exclusion, school leaders will carefully consider the individual circumstances of the child. This will include their age and stage of development, any identified or emerging special educational needs

or disabilities, communication or language difficulties, and any social, emotional or mental health needs. Leaders will also consider safeguarding concerns, family circumstances and other contextual factors that may have contributed to the incident. The child's understanding of the situation and their perspective will be taken into account wherever appropriate, and the school will ensure that any reasonable adjustments required under equality legislation have been made. Recognising that behaviour in young children is often a form of communication, the school will always seek to understand the underlying causes of behaviour and explore supportive interventions before considering exclusionary sanctions.

4. Preventative and Early Intervention Approaches

The school is committed to addressing behavioural concerns at the earliest possible stage and will use a broad range of supportive and preventative strategies before considering suspension or exclusion. These strategies may include positive behaviour support, restorative conversations, emotion coaching, individual behaviour plans, nurture provision and additional adult support. Where appropriate, SEND assessments, targeted interventions, Early Help referrals and safeguarding support will also be considered. The school will work closely with parents and carers, maintaining open communication and developing collaborative approaches to support each child. Where concerns persist or escalate, external agencies and specialist professionals may be involved to ensure that children receive the support necessary to succeed within the school environment.

5. Suspension

A suspension is a fixed period during which a pupil is not permitted to attend school because of serious disciplinary concerns. Given the age of pupils within an Infant and Nursery School, suspensions are expected to be rare and exceptional. Suspension will only be considered when a child's behaviour has created a significant risk to the safety or wellbeing of others, where previous strategies and interventions have not been successful, or where behaviour has had a serious impact on the welfare, education or learning of other members of the school community. The Headteacher will consider whether a temporary period away from school is a necessary and proportionate response in the circumstances. Incidents that may lead to suspension could include serious physical aggression resulting in injury, repeated dangerous behaviour despite substantial support, serious verbal abuse directed at staff, or actions that place others at risk of harm. Every case will be considered on its own merits, taking account of all relevant circumstances.

6. Permanent Exclusion

Permanent exclusion means that a pupil is no longer entitled to attend the school. As Infant and Nursery Schools, we expect permanent exclusion to be extremely rare and only used in the most serious circumstances. It will be considered only where there has been a serious breach, or persistent breaches, of the Behaviour Policy and where allowing the child to remain in school would seriously harm the education, welfare or safety of the pupil or others. Before reaching such a decision, the Headteacher will carefully consider the child's age and developmental maturity, any unmet SEND needs, evidence provided by external professionals, safeguarding

considerations and the effectiveness of previous interventions. Consideration will also be given to whether alternative provision, additional support or a managed move may provide a more suitable solution that better meets the child's needs.

7. Circumstances That May Lead to Suspension or Exclusion

While the school is committed to supporting children to remain successfully engaged in their education, there may be circumstances in which suspension or exclusion is considered necessary. Such circumstances may include serious physical assault against another pupil or an adult, persistent violent behaviour, serious threats towards others, bullying, discriminatory incidents including racist behaviour, or behaviour that seriously endangers the safety and welfare of members of the school community. These examples are not exhaustive, and every situation will be considered on its individual merits. Decisions will always take into account the child's age, developmental stage, personal circumstances and the wider context surrounding the incident before any action is taken.

8. Children with SEND and Additional Needs

The Governing Board and school leaders recognise their responsibilities under the Equality Act 2010 and the Children and Families Act 2014. The school acknowledges that pupils with special educational needs and disabilities may experience barriers that can affect behaviour and emotional regulation. Before making any decision regarding suspension or exclusion, careful consideration will therefore be given to whether the behaviour may be linked to an identified or unidentified special educational need or disability. Leaders will review whether reasonable adjustments have been implemented, whether appropriate support has been provided, and whether further assessment or specialist advice is required. The school will seek guidance from relevant professionals where appropriate and will work collaboratively with families to identify effective strategies to support the child. A pupil will never be suspended or excluded simply because the school believes it is unable to meet their SEND needs. Instead, every effort will be made to identify appropriate support and provision to enable the child to succeed within education.

9. Safeguarding

The welfare and wellbeing of children remain paramount throughout any suspension or exclusion process. Before reaching a decision, school leaders will carefully consider whether there are any safeguarding factors that may have contributed to the behaviour and whether exclusion could have an impact on a child's safety or vulnerability. The school will fulfil its responsibilities in accordance with Keeping Children Safe in Education and will work closely with social workers, safeguarding professionals and other agencies where required. Particular attention will be given to pupils who are vulnerable, looked after, previously looked after or receiving support from children's social care services. Where a pupil has a social worker or is subject to safeguarding arrangements, relevant professionals will be informed promptly, and consideration will be given to ensuring appropriate support remains in place during any period of suspension or following exclusion.

10. The Headteacher's Decision

Only the Headteacher has the authority to suspend or permanently exclude a pupil. Any decision will be made fairly, lawfully and rationally, based on the balance of probabilities and taking account of all available evidence. The Headteacher will consider the seriousness of the incident, the individual circumstances of the child, the impact on other pupils and staff, and whether all reasonable alternatives have been explored. Wherever possible and appropriate, the views of the child will be sought and considered in a manner that reflects their age, understanding and level of maturity. The school is committed to ensuring that any decision is proportionate, non-discriminatory and consistent with both statutory guidance and the values of the school.

11. Informing Parents

Parents and carers will be informed without delay whenever a suspension or exclusion is issued. The school will provide clear written information explaining the reasons for the decision, the duration of any suspension, the arrangements for education where applicable, and the rights available to parents to make representations or seek a review. Information about independent advice and support services will also be provided. Throughout the process, communication with families will be conducted with sensitivity, kindness and respect. The school recognises that such situations can be distressing and will seek to ensure that parents understand both the rationale for decisions and the support available for their child moving forward.

12. Reintegration Following Suspension

The school believes that a suspension should provide an opportunity for reflection, learning and renewed support rather than serving solely as a punitive measure. Before a suspended pupil returns to school, a reintegration meeting will normally take place with parents or carers and relevant school staff. The purpose of this meeting will be to welcome the child back into the school community, rebuild positive relationships, discuss any concerns that remain, and identify strategies that will support a successful return. Additional interventions or adjustments may be agreed where appropriate. Throughout the reintegration process, the school will emphasise that every child remains a valued and respected member of the school community and that the aim is always to support them in making a positive fresh start.

13. Role of the Governing Board

The Governing Board will fulfil all statutory responsibilities relating to the review and oversight of suspensions and exclusions. Governors will ensure that decisions are considered fairly and in accordance with relevant legislation and Department for Education guidance. In carrying out their role, governors will seek assurance that decisions have been lawful, reasonable, proportionate and free from discrimination. The Governing Board will also work to ensure that the school's policies and practices reflect its commitment to inclusion, safeguarding and the wellbeing of all pupils. Through effective scrutiny and governance, the board will support the school in

maintaining high standards while promoting compassionate and restorative approaches wherever possible.

14. Monitoring and Equality

The Governing Board is committed to monitoring the use of suspension and exclusion to ensure that decisions are fair, consistent and compliant with equality legislation. Exclusion data will be reviewed regularly to identify patterns, trends or disparities that may indicate the need for further intervention or support. Particular attention will be paid to groups who may be at greater risk of exclusion, including pupils with SEND, disadvantaged pupils, and those with safeguarding vulnerabilities. Findings from this monitoring will be used to evaluate the effectiveness of school policies, strengthen inclusive practice and support continuous improvement. The school is committed to ensuring that all pupils are treated with dignity, respect and fairness and that no group is unfairly disadvantaged by exclusionary practices.

15. Links to Other Policies

This policy should be read alongside the school's Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, Equality Information and Objectives, Attendance Policy, Anti-Bullying Policy, Early Help Procedures and Positive Handling Policy. Together, these documents provide the framework through which the school promotes positive behaviour, supports vulnerable pupils, safeguards children and maintains a safe and inclusive learning environment. The policies should be considered collectively to ensure a consistent and holistic approach to supporting children and meeting statutory responsibilities.

Conclusion

As Church of England schools, we are guided by a belief in the inherent worth and dignity of every child. Our Christian vision calls us to act with hope, compassion, forgiveness and justice, supporting children to learn, grow and flourish within a caring and inclusive community. While suspension and permanent exclusion remain available where necessary to protect the safety and wellbeing of others, they will always be regarded as measures of last resort. The school's priority is to understand the reasons behind behaviour, work collaboratively with families and professionals, and provide meaningful support that enables children to succeed. Decisions relating to suspension and exclusion will therefore always be made thoughtfully, fairly and proportionately, reflecting both statutory requirements and our commitment to nurturing every child as a valued member of God's family.

Appendix 1

DIOCESE OF SOUTHWELL & NOTTINGHAM
MULTI ACADEMY TRUST

Southwell and Nottingham Multi Academy Trust Inclusion Process

We believe that every pupil has the right to attend school. This is essential to their human flourishing with opportunities for academic, social, spiritual and emotional development. Jesus said, 'I came so that they may have life and have it to the full.' (John 10:10)

Therefore, it is our desire that no child is ever excluded from any of our trust academies. However, we acknowledge there are times when this may be inevitable. Starting with this premise we have, therefore, called this process an Inclusion process and the supporting board will be the Trust Inclusion Board.

The Department for Education (DfE) guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (August 2024) states that suspensions and exclusions may sometimes be necessary as a last resort once all other behaviour management strategies have been exhausted.

The purpose of this document is

- to support our academy leaders should they need to make a permanent exclusion
- to ensure all legal requirements have been met
- to ensure the exclusion is fair
- to ensure everything possible has been actioned to support the pupil

This document details the process that should take place when an academy headteacher deems it is appropriate to permanently exclude a pupil from site. When deciding to exclude the headteacher must apply the civil standard of proof, that is on the balance of probabilities this is more likely than not; they do not have to apply the criminal standard of beyond reasonable doubt.

It should be noted that only the headteacher has the power exclude. This decision should only be taken in the following circumstances:

1. in response to a serious breach or persistent breaches of the school's behaviour policy

2. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other such as staff or pupils in the school. (DfE guidance, p13:11)

Examples of behaviours which may warrant exclusion

- 45 days suspensions in one school year
- Physical assault against a pupil or an adult
- Verbal abuse or threatening behaviour against a pupil or an adult
- Use, or threat of use, of an offensive weapon
- Bullying
- Racist Abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is for exemplification only and should not be considered definitive.

The headteacher will convene a meeting of the Trust Inclusion Board before a decision to exclude is made; this will be to ensure that the purposes above are met.

The Trust Inclusion Board will include the following:

The academy headteacher

The CEO or their representative

A member of the trust safeguarding team

The academy Designated Safeguarding Lead

The SENCo (if relevant)

Any relevant person from the academy who has been working with the pupil, for example; form tutor, ELSA, class teacher.

The Trust Inclusion Board should not include a member of the governing body as they may be required to sit on the exclusion panel.

The Trust Inclusion Board

If a pupil is approaching 45 days of suspension in the academic year, then the headteacher should convene a board to discuss the likelihood of an exclusion. This can take place before the 45 days has been met and will follow process detailed below. The Trust Inclusion Board should not be presumptive and should not take place before 40 days of suspension have taken place.

If a serious breach of the behaviour policy has taken place in the first instance the pupil should be suspended. Parents and the pupil must be informed that an exclusion is being considered and a decision will be made once the Trust Inclusion Board as met. The headteacher must convene a meeting of the inclusion board immediately.

The role of the board will be to consider the headteacher's reason for exclusion and ensure all legalities are in place and to play the part of critical friend. The primary focus of the Trust Intervention Board will be the best interests of the child and the wider pupil community.

The academy should be prepared to share:

- An account of the incident or a record of suspensions, this should be supported with witness statements, CCTV, correspondence,
- Any previous suspensions
- Any concerns regarding the pupil's safety and wellbeing
- Any SEND information
- Any relevant health information
- Behaviour records and chronology leading to the incident
- Relevant CPOMS records
- Attendance data
- Academic attainment
- Evidence of a graduated response
- Any other information pertaining to the possible exclusion

Should the Trust Inclusion Board agree the need to exclude the above information should then provide a base for the exclusion panel package and not be additional workload. The presentation of information to the panel will give the headteacher support in preparation for the exclusion panel and reduce unnecessary stress for the pupil and their families should an exclusion not be deemed necessary.

It should be recognised that the Trust Intervention Board may be convened at short notice and as such papers may not be able to be shared in a timely manner. If this is the case, time should be provided at the start of the meeting for members to familiarise themselves with the documentation.

Trust Inclusion Board Meeting

The meeting should answer the following questions:

1. Is it more likely than not that the behaviour took place?
2. Has the academy taken all steps to ensure all possible support has been put in place?
3. Have all possible alternatives to provision been explored?
4. Have all risks to the child if they are off site been considered?
5. What is the impact to the rest of the school community if the pupil remains on site?
6. If the exclusion goes ahead, is it lawful?
7. Does the board support exclusion? This should be unanimous decision and must be a majority decision.
8. If not, what is the next course of action?

Agenda

NB, this is a supportive process to ensure the academy is well placed to support the pupil and their family going forward, and to support the headteacher in the decision-making process.

Minutes should be taken of the meeting.

1. Attendance *NB; there should be no apologies, anyone not able to attend should send a replacement.*
2. Determine a chair for the purposes of the meeting – this should not be the headteacher
3. Reading time, if necessary
4. The headteacher should state the case for exclusion, with input from other members of staff where relevant
5. Intervention Board members should ask questions to gain clarity
6. Ensure question 1-8 above have been answered
7. Determine confidentiality and whether details of this meeting can be shared with the exclusion panel. *This meeting should be open and transparent there may be information relating to other pupils that cannot be shared with the exclusion panel members and parents.*