



Everly East Exclusions and Suspensions Policy

2026/2027

Person responsible for the Policy:	Jack Beech
Date Written:	February 2026 August 2026 (Reviewed)
Signed:	
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Key Changes Made:	New policy created to align with DfE Suspension & Exclusion Guidance (2023) and Everly East Behaviour & Relationship Management Policy

1. Purpose

Everly East Academy approaches suspensions and exclusions through a positive, relational, trauma-informed and attachment-aware lens, ensuring that any decision to suspend or exclude a pupil is made fairly, proportionately, and as a last resort.

This policy sits alongside the Behaviour and Relationship Management Policy, reflecting the same ethos of mutual respect, safety, attunement, and evidence-based practice.

It incorporates statutory guidance from:

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units (DfE, 2023)
- Behaviour in Schools (DfE, 2024)
- Keeping Children Safe in Education (2026)

Everly East recognises that pupils with SEMH and Communication & Interaction needs may express distress through behaviour. Therefore, exclusion is only considered when all other relational, preventative and supportive strategies have been exhausted.

2. Mission Statement and Vision

The mission of Everly East Academy is to lead with care and teach with purpose. Suspensions and exclusions must reflect this mission by ensuring that:

- Every pupil is known, valued and supported.
- Decisions prioritise safety, dignity and fairness.
- The process strengthens relationships rather than damages them.
- Pupils are supported to re-engage positively after any period away from school.
- Exclusion is never used as punishment, retaliation, or a response to adult frustration. It is a protective measure, used only when necessary to maintain safety and uphold the school's relational culture.

3. Creating and Maintaining High Standards of Behaviour

Everly East Academy promotes a calm, safe and supportive environment. Suspensions and exclusions form part of this wider behaviour culture by ensuring:

- Pupils understand permitted and prohibited behaviours.
- Staff apply expectations consistently and predictably.
- Reasonable adjustments are made for pupils with SEND and EHCP needs.
- Parents/carers are involved early and meaningfully.
- Decisions are made with full consideration of safeguarding, mental health and contextual factors.
- Suspension or exclusion is only considered when behaviour poses a significant risk to:
 - The safety of the pupil
 - The safety of others
 - The learning of the wider community
 - The integrity of the school environment

4. We Believe That

- Pupils who feel valued, safe and regulated are less likely to escalate to crisis behaviour.
- Consistent routines and predictable adult responses reduce the likelihood of exclusion.
- Pupils with SEMH often need adults to initiate repair, re-engagement and bridge-building.
- Exclusion should never be the first response to challenging behaviour.
- Relational practice reduces the need for suspensions and exclusions over time.

5. Trauma-Informed and Attachment-Aware Approach

Everly East's exclusion process is grounded in trauma-informed principles:

- Safety
- Comfort
- Proximity
- Predictability

Staff recognise that exclusion can trigger feelings of rejection, abandonment or shame. Therefore:

- Language used during the process must be attuned, calm and non-shaming.
- Pupils must be supported emotionally before, during and after a suspension.

- Reintegration must be relational, predictable and restorative.

Staff must consider whether behaviour is linked to:

- Unmet emotional needs
- ACEs
- Attachment insecurity
- Mental health
- SEND needs
- Safeguarding concerns
- These factors do not excuse behaviour, but they inform the response.

6. Code of Conduct

Suspensions and permanent exclusions are rare occurrences at Everly East due to the culture of addressing behavioural concerns and risks with positive responses and incentivised interventions. The basis of the relationship management policy is to avoid applying a 'one size fits all' behaviour management system. We recognise that each pupil has arrived at Everly East with individual needs and a varying ability to respond behaviourally, social and emotionally to the demands placed on them.

As such it is sometimes necessary to apply exclusions as sanction. The purpose is to:

- Reinforce absolutes in terms of behaviour, specifically those which place the pupil, others or property at significant risk.
- Communicate these absolute boundaries to the individual and allow peers to recognise when the level of risk or behavioural choice is unacceptable.
- Underline consistent breaches in behavioural expectations.
- Underline one off extreme behaviours as unacceptable.

Each case is individually judged on the consistency of the behaviour, the level of risk presented and the pupil's ability to self-manage behaviours over time and in future. Previous disciplinary measures, parental/carers meetings and input and external influences will all be weighed up as part of the decision.

While the decision to exclude ultimately lies with the headteacher a corporate response by the senior leadership team informs the decision making process.

Examples of behaviours which *could result in exclusion are:

(* this is not definitive or exhaustive list and discretion is applied based on information available, individual circumstances and internal mechanisms for discipline and support).

- Assaults on peers or staff
- Aggressive and intimidating behaviour (verbal, physical and via social media) which threatens the safety and security of peers and staff
- Damage to school property
- Sexual harassment or abuse of peers, staff or visitors
- Criminal acts not already listed
- Use of or exchanging of illicit materials/substances including drugs and alcohol
- False allegations against staff
- Behaviour which seeks to exploit or harass individuals, including bullying, racial abuse, peer on peer abuse, homophobic abuse (though related cognitive ability and social understanding will inform the response)
- Smoking/vaping
- Absconding and/or failing to respond to reasonable risk related boundaries
- Mis-use of social media or mobile devices in a way which influences the list above
- Coercion or exploitation of vulnerable peers in relation to the listed behaviours
- Any other behaviour which consistently undermines the good order of the school and others' learning
- Any behaviour which seriously jeopardises the wellbeing of pupils or staff

Despite the described behaviours the headteacher reserves the right to apply or disapply the behavioural expectations

Everly East takes note that in the [Behaviour in Schools](#) sections 58 & 59 the guidance states:

"Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the [Equality Act 2010 and schools guidance](#)."

"The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed."

Our plan is to ultimately remove a generic behaviour system but follow a 'mantra'. Our mantra and acronym will be TRI standing for Trust, Respect and Independence. These cornerstones for behaviour and interaction will follow equity and not equality. We will deem and respond to each student individually and therefore our suspensions and exclusions will follow suit.

7. The Role of School Leaders

School leaders must:

- Ensure all staff understand the suspension/exclusion process.
- Apply decisions consistently and fairly.
- Consider SEND, safeguarding and contextual factors before making any decision.
- Communicate clearly with parents/carers.
- Ensure reintegration is supportive, relational and purposeful.
- Maintain accurate records and statutory reporting.

7.1 The Role of Pupils

Pupils should develop:

- Understand behaviour expectations.
- Know the consequences of unsafe behaviour.
- Engage in reintegration meetings.
- Contribute to repair and restoration processes.

7.2 The Role of Staff

Staff must:

- Use preventative strategies to avoid escalation.
- Apply trauma-informed language.
- Follow IBPs, risk assessments and Motional targets.
- Record incidents accurately.
- Seek support early when behaviour escalates.
- Suspension should only be considered when staff have used all appropriate relational strategies.

8. Preventing Crisis and Avoiding Suspension

Suspension is avoided through:

- Attunement
- Early intervention
- De-escalation

- Safe spaces (ESU, sensory rooms)
- Transitional objects
- Positive relationships
- Predictable routines
- Clear expectations
- IBPs and Motional targets
- Staff consistency
- Suspension is only considered when these measures cannot maintain safety.

9. Criteria for Suspension

A suspension may be considered but will also be equitable when behaviour involves:

- Serious physical aggression
- Dangerous behaviour that risks harm
- Significant damage to property
- Serious verbal abuse or threats
- Sexual harassment
- Bullying that cannot be resolved immediately
- Bringing prohibited items onto site
- Repeated unsafe behaviour despite intervention
- Suspension must be:
 - Proportionate
 - Evidence-based
 - Time-limited
 - Fair
 - Reviewed daily

10. Permanent Exclusion

Permanent exclusion is extremely rare at Everly East and only considered when:

- There is a serious, one-off incident that poses extreme risk
- All interventions have been exhausted
- The pupil's behaviour threatens the safety of others

- The school cannot reasonably meet the pupil's needs

The decision must involve:

- Headteacher
- Proprietor Body
- Safeguarding team
- SEND team
- Parents/carers
- External agencies (where appropriate)

11. Reintegration Following Suspension

Reintegration must be:

- Calm
- Predictable
- Relational
- Restorative
- Supportive

It includes:

- A reintegration meeting
- Review of IBP
- Updated Motional targets
- Safety planning
- Relationship repair
- Clear next steps
- A focus on success, not punishment

12. Recording, Reporting and Monitoring

Everly East will:

- Record all suspensions accurately
- Report suspensions to the Local Authority

- Track patterns using LearnTrek
- Review data termly
- Identify pupils needing additional support
- Ensure fairness and consistency

13. Reasonable Adjustments

Before any suspension, staff must consider:

- EHCP needs
- Communication & Interaction needs
- Trauma history
- Mental health
- Safeguarding concerns
- ACEs
- Disability discrimination law
- Suspension must never discriminate against pupils with SEND.

14. Parent/Carer Communication

Parents/carers will be:

- Informed immediately
- Provided with clear reasons
- Given written confirmation
- Invited to reintegration meetings
- Offered support and guidance

15. Targeted Support Following Suspension

Support may include:

- Keyworker support
- IBP updates
- Motional review

- Therapeutic input
- Social skills work
- Mentoring
- Family support
- Suspension must lead to improvement, not repetition.

16. Links to Other Policies

This policy must be read alongside:

- Behaviour & Relationship Management Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Physical Intervention Policy
- Mobile Phone Policy
- SEND Policy

17. Review of Policy

This policy will be reviewed annually or earlier if:

- DfE guidance changes
- Behaviour trends indicate need
- Safeguarding concerns arise
- SEND requirements change