



**The Sycamore  
Church of England  
Trust**

Grow together, Learn forever

# Pupil Suspension Policy Statement

**Applicable to:** All Trust Schools

**Adopted By:** Trust Lead

**Date Adopted:** March 2025

**Authorised Signatory:**

Mr Ian Young – Trust  
Leader and CEO

**Review Period:** Annually

**Next Review:** March 2027



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## Record of Changes and Reviews

Date	Details	Reason for Review / Change
March 2025	Trust statement adopted	N/A
May 2026	Amendments in line with DfE Advice and Revised Legislation	Annual review

## 1. Introduction

This statement applies to all schools within The Sycamore Church of England Trust and sets out the Trust's principles, expectations and governance arrangements in relation to suspensions and permanent exclusions.

The Trust is committed to ensuring that all children receive a high-quality education within a caring, inclusive and values-led environment. Exclusion from school is recognised as a serious sanction and will only be used as a **last resort**, where all other appropriate strategies and interventions have been considered or exhausted.

## 2. Statutory Framework

This statement operates in line with current legislation and statutory guidance, including:

- Education Act 1996
- Education Act 2002 (as amended)
- Education and Inspections Act 2006
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 (as amended)
- DfE statutory guidance: *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England*
- DfE guidance: *Behaviour in Schools*
- Equality Act 2010

All schools within the Trust must follow this statutory guidance as the primary framework for decision-making.

## 3. Trust Principles

Across all Trust schools, the following principles apply:

### 3.1 Inclusion and Early Intervention

- Schools will prioritise early identification and support for pupils at risk of exclusion.

- Pastoral, behavioural and, where appropriate, multi-agency interventions will be implemented to avoid exclusion wherever possible.
- Particular consideration will be given to pupils with SEND, those with social, emotional and mental health needs, and vulnerable groups.

### **3.2 Exclusion as a Last Resort**

- Suspension or permanent exclusion will only be used where:
  - There has been a serious breach of the school's behaviour policy, or
  - Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.
- Decisions must always be lawful, reasonable, fair and proportionate.

### **3.3 Safeguarding and Welfare**

- Safeguarding considerations will remain paramount in all exclusion decisions.
- Schools must ensure that appropriate safeguarding arrangements are in place following exclusion, including information sharing and risk assessment where required.

### **3.4 Fairness and Equality**

- Decisions must comply with the Equality Act 2010.
- Headteachers must consider whether a pupil's behaviour is linked to:
  - A disability
  - Unmet SEND needs
  - Safeguarding concerns
- Reasonable adjustments must be considered and applied.

## **4. Roles and Responsibilities**

### **4.1 Headteachers**

Headteachers are responsible for:

- Making decisions on suspensions and permanent exclusions
- Ensuring decisions are evidence-based and compliant with statutory guidance
- Informing parents, the Trust and relevant bodies in line with statutory timescales
- Arranging suitable full-time education from the sixth day of exclusion (where applicable)

## 4.2 Trust Leadership

The Trust will:

- Monitor exclusion data across all schools
- Provide challenge and support to ensure consistency and fairness
- Identify trends, particularly for vulnerable groups
- Ensure that schools are adhering to statutory guidance and Trust expectations

## 4.3 Local Academy Committees

Local Governors will:

- Review exclusions in line with statutory requirements
- Provide appropriate challenge and scrutiny
- Ensure decisions are lawful, reasonable and procedurally correct

## 5. Managed Moves and Alternative Strategies

Where appropriate, and in the best interests of the child:

- Schools may consider **managed moves** as an alternative to permanent exclusion
- Such arrangements must always be:
  - Voluntary
  - Agreed with parents
  - Carefully planned and monitored

Exclusion must not be used as a mechanism for informal or unlawful removal from roll.

## 6. Prohibited Practices

The Trust does not permit:

- Off-rolling (removing a pupil from the school roll without a formal, lawful process)
- Informal or unofficial exclusions
- Pressure on parents to remove their child from the school

Any such practices would be treated as a serious breach of Trust expectations.

## 7. Recording, Reporting and Monitoring

All schools must:

- Maintain accurate records of all suspensions and exclusions
- Report exclusions to the Trust in line with agreed protocols
- Provide data for Trust-level monitoring, including analysis by:
  - Vulnerable groups
  - SEND
  - Disadvantaged pupils

The Trust will use this information to:

- Identify trends and patterns
- Inform strategic intervention
- Ensure equity and compliance across all schools

## 8. Reintegration

Following a suspension:

- Schools must prioritise effective reintegration
- Reintegration meetings should:
  - Support pupils to successfully return to school
  - Identify any additional support required

## 9. Publication and Review

This statement will be:

- Published on the Trust website
- Reviewed annually or sooner if statutory guidance changes

Each school must ensure that its behaviour policy aligns with this Trust statement.

May 2026