LAND OF LEARNING
NURSERY & PRIMARY SCHOOL

Suspension and Permanent Exclusion Policy

2026–2027

Our principle
Suspension and permanent exclusion are serious measures. At Land of Learning, behaviour is approached through high expectations, the 7 Cs, inclusion, safeguarding, restorative practice and early support. Decisions are made fairly, proportionately and in the best interests of pupils and the wider school community.

Approved by	Headteacher and Governing Body
Review cycle	Annual
Effective from	September 2026
Next review	September 2027
Applies to	Land of Learning Nursery & Primary School

1. Purpose and scope

This policy sets out Land of Learning Nursery & Primary School's arrangements for suspension and permanent exclusion. It replaces the school's previous Exclusion Policy and should be read alongside the Behaviour Policy, Anti-Bullying Policy, Child Protection and Safeguarding Policy, SEND Policy, Equality arrangements, Attendance Policy and Complaints Procedure.

Land of Learning is an independent Islamic school. The statutory suspension and permanent exclusion guidance for maintained schools, academies and pupil referral units does not directly govern independent schools. The school therefore operates its own fair and transparent arrangements in accordance with the Independent School Standards, its published Behaviour Policy, safeguarding and equality duties, and its contractual arrangements with parents.

The school keeps records of serious sanctions and monitors suspensions and permanent exclusions for patterns, disproportionality, repeat incidents and safeguarding or inclusion concerns.

2. Aims

We aim to:

- keep pupils and staff safe and maintain an orderly environment in which children can learn and flourish;
- promote good behaviour through consistent expectations, relationships, early support and appropriate intervention;
- reduce avoidable suspension and permanent exclusion by identifying and addressing underlying needs where possible;
- ensure that any suspension or permanent exclusion is reasonable, proportionate, evidence-informed and consistent with school policy;
- protect the dignity of every pupil and avoid discriminatory or unlawful practice;
- work constructively with parents and, where appropriate, external agencies; and
- support successful reintegration after suspension.

3. Islamic ethos, inclusion and the 7 Cs

Our approach is rooted in the Islamic principles of justice ('adl), mercy (rahmah), patience (sabr), responsibility and restoration. Accountability and compassion work together: harmful behaviour is addressed clearly, while pupils are supported to repair relationships and make better choices.

The school's 7 Cs provide the foundation for adult practice:

7 C	What it means in suspension/exclusion decisions
Calm	Adults respond steadily and avoid escalating situations.
Consistent	Expectations and consequences are applied reliably and fairly.
Clear	Pupils and parents understand expectations, decisions and next steps.
Compassionate	Dignity is protected and relationships remain central.
Curious	Staff consider what may be driving behaviour, including SEND, communication, pastoral and safeguarding needs.
Challenging	High expectations are maintained for conduct, learning and repair.
Connected	School, pupil, family and relevant professionals work together wherever possible.

4. Definitions

For the purposes of this policy:

Suspension: a formal, temporary removal from school for a specified period as a serious disciplinary sanction.

Permanent exclusion: the ending of a pupil's place at the school for disciplinary reasons in accordance with this policy and the school's contractual arrangements with parents.

Internal removal: a supervised arrangement within school. It is not a suspension and must be used in accordance with the Behaviour Policy.

Off-rolling: removing, pressuring or preventing a pupil from attending normally in the interests of the school rather than the pupil, without following the school's published policy and contractual arrangements.

5. Prevention and early support

Suspension should not be the first response to routine or low-level misbehaviour. The school will normally use the graduated approaches set out in the Behaviour Policy, which may include explicit teaching of expectations, restorative conversations, reasonable adjustments, pastoral support, SEND review, parent partnership and targeted intervention.

The school is not required to exhaust every strategy before taking serious disciplinary action. A single serious incident may justify suspension or, exceptionally, permanent exclusion.

6. When suspension may be considered

The Headteacher may suspend a pupil where behaviour constitutes a serious breach, or persistent breaches, of the Behaviour Policy and a formal temporary removal is considered appropriate and proportionate.

Examples may include, but are not limited to:

- serious or repeated physical aggression or violence;
- serious verbal abuse, threatening behaviour or harassment;
- serious bullying, including discriminatory or prejudiced bullying;
- sexual harassment, sexual violence or harmful sexual behaviour;
- bringing, using or supplying prohibited or illegal substances;
- possession or use of a weapon or an item intended to cause harm;
- serious damage to property, theft or arson;
- behaviour that places the pupil or others at significant risk;
- serious online behaviour that affects pupils, staff or the safe and orderly running of the school;
- persistent serious disruption where appropriate support and interventions have not secured improvement.

This list is illustrative, not an automatic tariff. Each case will be considered individually.

7. Permanent exclusion

Permanent exclusion is the most serious disciplinary response available to the school and will not be used lightly. It may be considered:

- as a final response to persistent serious breaches of the Behaviour Policy where appropriate support and interventions have not secured sufficient improvement; or
- for a single exceptionally serious incident where the Headteacher considers that continued attendance is incompatible with the safety, welfare or orderly education of the pupil or others.

No particular behaviour automatically results in permanent exclusion. The Headteacher will consider the facts, seriousness, context, risk, pupil voice, safeguarding, SEND/disability, equality considerations, previous support and any relevant mitigating or aggravating factors.

8. Investigation and decision-making

Only the Headteacher, or a senior leader formally acting as Headteacher in their absence, may impose a suspension or permanent exclusion.

Before deciding, so far as is reasonable and appropriate in the circumstances, the decision-maker will:

- establish the relevant facts through an appropriate investigation;
- consider available evidence and apply the civil standard of proof: the balance of probabilities;
- give the pupil an age-appropriate opportunity to explain what happened and share relevant information;
- consider whether the pupil was provoked, bullied, harassed, exploited or otherwise placed at risk;
- consider SEND, disability, communication needs, reasonable adjustments and whether unmet need may have contributed;
- consider safeguarding information and consult the DSL where there is a safeguarding concern;
- consider the pupil's age, developmental understanding, previous behaviour and support already provided;
- consider whether the proposed sanction is reasonable, proportionate and consistent with the Behaviour Policy.

Where the Headteacher is satisfied on the balance of probabilities that the pupil was responsible for the behaviour, they will determine the appropriate response. A finding that behaviour occurred does not make suspension or permanent exclusion automatic.

Immediate safety
Where there is an immediate risk, the school may first take proportionate steps to secure safety and then complete the investigation as soon as practicable. A pupil will not be informally sent home as a disciplinary measure.

9. Safeguarding

Behaviour may be a sign that a child is experiencing harm or has unmet needs. Disciplinary action and safeguarding action are not alternatives: both may be required.

Staff must consider whether behaviour may relate to abuse, neglect, child-on-child abuse, harmful sexual behaviour, criminal or sexual exploitation, bullying, online harm, domestic abuse, trauma or another safeguarding concern. Any concern must be reported and managed in accordance with the Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026.

The DSL or a deputy will be involved where appropriate. Information will be shared on a need-to-know basis so that disciplinary decisions are informed by relevant safeguarding context.

10. SEND, disability, equality and vulnerability

The school will comply with the Equality Act 2010 and will not discriminate unlawfully in the application of this policy. Fair treatment does not always mean identical treatment.

Before suspension or permanent exclusion, the school will consider whether:

- the pupil has SEND, a disability, communication need or other identified barrier;
- reasonable adjustments have been made where required;
- behaviour may be linked to unmet or emerging need;
- additional assessment, pastoral support or external advice is appropriate;
- the pupil can understand and participate in the process, with adjustments where needed; and
- the decision could have a disproportionate impact on a particular pupil or group.

SEND or disability does not prevent the school from using a serious sanction where justified. However, decisions must take account of individual needs, understanding, reasonable adjustments and relevant context.

11. Informing parents and recording the decision

Parents will be contacted as soon as reasonably practicable when a suspension or permanent exclusion is imposed. The school will provide written confirmation setting out:

- the reason for the decision;
- whether the decision is a suspension or permanent exclusion;
- for a suspension, the start date, end date and expected return date;
- arrangements for education/work during the suspension;
- any reintegration arrangements;
- how parents may raise representations or concerns; and
- where relevant, the next steps under the school's complaints procedure and contractual arrangements.

The school will maintain an accurate central record of suspensions and permanent exclusions, including reasons, duration, relevant pupil characteristics, support and follow-up. Leaders and governors/proprietors will review patterns and trends.

12. Education and welfare during suspension

The school will make reasonable arrangements for pupils to continue their education during a suspension, normally by providing appropriate work and feedback arrangements proportionate to the length of the suspension and the pupil's needs.

Parents remain responsible for the pupil's supervision while the pupil is not attending school unless alternative arrangements have been expressly agreed.

Where a pupil is known to be vulnerable, the school will consider appropriate welfare contact and safeguarding arrangements during the suspension.

13. Reintegration after suspension

A pupil returning from suspension will be welcomed back through a planned, age-appropriate reintegration process. The purpose is not to repeat the punishment but to help the pupil return successfully and reduce the risk of recurrence.

The process may include:

- a reintegration conversation or meeting with the pupil and, where appropriate, parents;
- reviewing what happened and what has been learned;
- restoring relationships where appropriate and safe;
- re-teaching expectations and agreeing clear next steps;
- reviewing reasonable adjustments, pastoral or SEND support;
- identifying a trusted adult or check-in arrangement;
- monitoring behaviour and wellbeing for an agreed period.

14. Pupil voice and restorative practice

Pupils will be treated with dignity throughout. They will be given an appropriate opportunity to express their views, with communication support or reasonable adjustments where necessary.

Restorative practice may be used before or after a sanction where it is safe and appropriate. It does not replace consequences and no pupil will be pressured into a restorative meeting with another pupil where this would be unsafe or inappropriate.

15. Behaviour outside school and online

The school may respond to behaviour outside school, including online behaviour, where there is a clear connection to the school community, pupil or staff safety, the school's reputation, or the maintenance of good order and discipline. Examples include behaviour on trips, travelling to or from school, school events and online conduct affecting members of the school community.

Any suspension or permanent exclusion arising from behaviour outside school will be considered under the same principles of fairness, proportionality, safeguarding and individual assessment.

16. Parental representations, complaints and review

Parents who disagree with a suspension or permanent exclusion should first raise their concerns promptly with the Headteacher. For permanent exclusion, or where the Headteacher considers it appropriate because of the seriousness or complexity of the case, parents may make written representations to the Governing Body/Proprietor in accordance with the school's published arrangements.

Parents may also use the school's Complaints Procedure. The school will explain the applicable route in the written notification. The existence of a complaint does not automatically suspend the disciplinary decision.

Any review will consider whether the decision was made fairly, on relevant evidence, in accordance with school policy and contractual arrangements, and with appropriate regard to safeguarding, SEND, equality and proportionality.

17. Roles and responsibilities

Governing Body / Proprietor

- ensures that the Behaviour Policy sets out sanctions for misbehaviour and is implemented effectively;
- ensures serious sanctions are recorded and patterns are monitored;
- provides appropriate oversight and challenge regarding suspension, permanent exclusion, equality, safeguarding and off-rolling;
- ensures complaints/review arrangements are clear and accessible.

Headteacher

- makes suspension and permanent exclusion decisions, or delegates only where a senior leader is formally acting as Headteacher;
- ensures decisions are properly investigated, recorded and communicated;
- ensures safeguarding, SEND, equality and pupil voice are considered;
- reports patterns and significant issues to governors/proprietors.

Senior leaders and staff

- implement the Behaviour Policy consistently and use early support and restorative approaches where appropriate;
- record serious incidents accurately and provide factual information for investigations;
- raise safeguarding and SEND concerns promptly;
- support reintegration and agreed interventions.

Parents

Parents are expected to work constructively with the school, support the Behaviour Policy, share relevant information about their child and engage with reintegration or support arrangements.

18. Monitoring and quality assurance

The Headteacher will monitor suspensions and permanent exclusions at least termly. Monitoring will consider:

- number, duration and reasons;
- repeat suspensions;
- patterns by year group and pupil characteristics, including SEND/disability;
- whether particular pupils or groups are disproportionately represented;
- links with bullying, safeguarding, attendance or pastoral concerns;
- effectiveness of reintegration and support;
- any pupil movement or removal from roll and the reasons for it.

Governors/proprietors will receive appropriate information to enable effective oversight while maintaining confidentiality.

19. Related policies and guidance

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy
- Equality arrangements
- Attendance Policy
- Online Safety Policy
- Complaints Procedure
- Parent contract / terms and conditions

This policy has been written with regard to the Education (Independent School Standards) Regulations 2014 and current DfE guidance for independent schools; the Equality Act 2010; Keeping Children Safe in Education 2026; and Ofsted's inspection toolkit, operating guide and inspection information for non-association independent schools in force from September 2026.

Appendix 1 – Staff decision pathway

Step	What staff should do
1. Secure safety	Use proportionate immediate measures if anyone is at risk. Report safeguarding concerns without delay.
2. Establish facts	Record the incident, gather relevant accounts/evidence and avoid assumptions.
3. Hear the pupil	Give the pupil an age-appropriate opportunity to explain, with SEND/communication adjustments where needed.

4. Check context	Consider safeguarding, bullying, provocation, SEND, disability, unmet need, equality and previous support.
5. Apply the Behaviour Policy	Consider seriousness, persistence, risk, proportionality and alternatives.
6. Headteacher decision	Only the Headteacher/acting Headteacher decides suspension or permanent exclusion.
7. Inform and record	Contact parents promptly, confirm in writing and update the central record.
8. Plan support	For suspension, provide work/welfare arrangements and plan reintegration.
9. Review patterns	Consider whether further SEND, pastoral, safeguarding or external support is needed.

Appendix 2 – Parent-friendly summary

What is a suspension?	A formal temporary removal from school for serious or persistent misbehaviour.
What is permanent exclusion?	The ending of a pupil's place at the school for disciplinary reasons. It is a very serious decision.
Is exclusion automatic for a particular behaviour?	No. Each case is considered individually, although a single exceptionally serious incident can justify a serious sanction.
Will SEND or safeguarding be considered?	Yes. The school considers SEND, disability, reasonable adjustments, vulnerability and safeguarding context before deciding.
Will my child be heard?	Yes. Pupils are given an age-appropriate opportunity to explain what happened, with support where needed.
What happens after suspension?	The school plans reintegration, reviews support and helps the pupil return successfully.
Can I challenge a decision?	Yes. The written notification will explain how to raise representations or use the school's Complaints Procedure.