

Suspension and Permanent Exclusion Policy

September 2026 – Version 1

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Version Control

Version	Date	Amendments	Author
1	September 2026 November 2026	Model policy created by Croydon Council - August 2026. Replaces previous Exclusion policy. Additional information from previous policy added: Fixed Penalty Notices in section 16, providing work for first 5 days of suspension, section 22 – school registers. Approved by Full Governing Board on 16/11/2026 and shared with all staff.	Stephanie Croucher

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1. Equalities Statement

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism, homophobia and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of gender, managing the needs of children with special educational needs, of children who are more-able, gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

2. Purpose

This policy sets out the school's approach to suspension and permanent exclusion. It ensures that decisions are lawful, fair, proportionate and consistent with the Department for Education's statutory guidance **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England**, together with the Education Act 2002, Education and Inspections Act 2006, Equality Act 2010 and all other relevant legislation.

The school is committed to maintaining a safe, calm and inclusive learning environment whilst ensuring that suspension and permanent exclusion are used only where necessary.

Permanent exclusion will always be regarded as a measure of last resort.

3. Scope

This policy applies to:

- All pupils on roll.
- The Headteacher.
- Governors/Trustees.
- School staff.
- Parents and carers.

4. Principles

The school believes that:

- Every child has the right to an education;
- Positive relationships and early intervention prevent behaviour from escalating;
- Behaviour support should be personalised;
- Decisions must be lawful, reasonable, fair and proportionate;
- Pupils should not be excluded because they have additional needs or protected characteristics;
- Suspension and permanent exclusion are disciplinary sanctions and must not be used for non-disciplinary reasons except where specifically permitted by statutory guidance.

5. Legal Framework

This policy is based on:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Human Rights Act 1998
- Children Act 1989
- Children Act 2004
- SEND Code of Practice
- Department for Education Statutory Guidance: Suspension and Permanent Exclusion (current edition)
- Children's Wellbeing and Schools Act

6. Responsibilities

6.1 Headteacher

The Headteacher will:

- Promote an inclusive culture;
- Ensure behaviour expectations are consistently applied;
- Consider alternatives before suspension;
- Make lawful decisions regarding suspension and permanent exclusion;
- Notify parents, governors and the Local Authority as required;
- Arrange reintegration meetings;
- Maintain accurate records.

6.2 Governing Board

The Governing Board will:

- Review exclusions where required by law;
- Ensure decisions are lawful and procedurally fair;
- Monitor exclusion data;
- Challenge disproportionality;
- Promote inclusive practice.

6.3 Staff

Staff will:

- Apply behaviour expectations consistently;
- Record behaviour accurately;
- Use restorative approaches where appropriate;
- Seek early support for pupils displaying concerning behaviour.

6.4 Parents

Parents are expected to:

- Support the school's Self-Regulation: Promoting Positive Behaviour Policy;
- Attend meetings when requested;
- Work with the school to improve behaviour.

7. Preventative Measures

Before considering suspension, the school will normally consider:

- Behaviour support plans;
- Pastoral support;
- Restorative approaches;
- Mentoring;
- Counselling;
- Education Health and Care Needs Assessment (EHCNA);
- Early Help Referral;
- Local Authority Access to Education offer;
- Multi-agency support;
- Reasonable adjustments;
- Risk assessments;
- Managed support programmes.

The school recognises that suspension should not replace appropriate pastoral or SEND support.

8. Grounds for Suspension

A suspension may be issued where a pupil has seriously breached the Self-Regulation: Promoting Positive Behaviour policy, including but not limited to:

- Serious physical assault;
- Violence;
- Threatening behaviour;
- Persistent disruptive behaviour;
- Bullying;
- Racist abuse;
- Sexual harassment;
- Sexual violence;
- Drug-related incidents;
- Alcohol-related incidents;
- Possession of prohibited items;
- Deliberate damage;
- Theft;
- Persistent defiance;
- Serious online misconduct affecting the school community.

Each case will be considered individually.

9. Grounds for Permanent Exclusion

Permanent exclusion will only be considered where:

- There has been a serious breach of the Self-Regulation: Promoting Positive Behaviour Policy; and
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Examples include:

- Serious violence;
- Serious sexual misconduct;
- Carrying an offensive weapon;
- Serious drug supply;
- Arson;
- Persistent dangerous behaviour despite extensive support.

Permanent exclusion is a last resort.

10. Factors Considered Before Any Decision

Before making any decision the Headteacher will consider:

- The evidence available;
- Witness accounts;
- CCTV where appropriate;
- The pupil's age;
- Previous behaviour;
- Any provocation;
- SEND;
- Disability;
- Mental health;
- Safeguarding concerns;
- Adverse Childhood Experiences where known;
- Whether reasonable adjustments have been made;
- The Equality Act 2010;
- The Public Sector Equality Duty;
- Alternatives to exclusion;

11. Pupils with SEND

The school recognises that behaviour may arise from unmet needs.

Where appropriate the school will consider:

- SEN Support;
- Educational Psychology advice;
- EHCP review;
- Alternative strategies;
- Additional interventions;
- Multi-agency assessment.

Reasonable adjustments will be made for disabled pupils.

12. Children in Care and Vulnerable Pupils

Before exclusion the school will, wherever possible, consult with:

- Virtual School;
- Social Worker;
- Local Authority;
- Parents or carers;
- Other professionals involved.

Additional consideration will be given before excluding:

- Children in Care;
- Previously Looked After Children;
- Pupils with EHCPs;
- Young carers;
- Pupils known to social care.

13. Safeguarding

Safeguarding remains paramount.

Where behaviour may indicate abuse, exploitation or significant harm, safeguarding procedures will be followed alongside behaviour procedures.

Temporary separation for safeguarding purposes may be used where permitted by statutory guidance and will not automatically constitute a suspension.

14. Managed Moves

Manage Moves should be used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the pupil's best interests.

A managed move may be considered where it is in the best interests of the pupil.

Managed moves:

- Must be voluntary;
- Require informed parental agreement;
- Must not be used to avoid permanent exclusion;
- Must have clear review arrangements;
- Must comply with current DfE guidance.

15. Off-site Direction

The Headteacher may direct a pupil off-site to improve behaviour where permitted by legislation. Off-site direction can be used when a pupil is required to attend another education setting temporarily to improve their behaviour. A governing board is responsible for arranging off-site direction under the law. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.

Parents will receive written information explaining:

- The reason;

- Duration;
- Review arrangements;
- Educational provision.

16. Suspension Procedures

The Headteacher will:

- Investigate fully;
- Consider alternatives;
- Decide whether suspension is proportionate;
- Inform parents without delay;
- Confirm the decision in writing;
- Inform governors and the Local Authority where required.

Suitable education will be arranged in accordance with statutory requirements.

The Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies;
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

17. Reintegration

Following suspension, the school will arrange a reintegration meeting wherever possible.

The meeting will consider:

- What happened;
- Support required;
- Behaviour expectations;
- Adjustments;
- Monitoring arrangements.

The aim is successful reintegration into school.

18. Permanent Exclusion Procedure

Where permanent exclusion is being considered the Headteacher will:

- Review all available evidence;
- Consider alternatives;
- Ensure the decision is lawful and proportionate;
- Notify parents immediately;
- Inform the Governing Board;
- Notify the Local Authority.

Parents will be informed of their right to make representations.

19. Governors' Review

Where required by legislation, governors will review the Headteacher's decision.

The review will consider:

- Whether the decision was lawful;
- Whether procedures were followed;
- Whether the sanction was proportionate;
- Equality duties;
- Evidence presented.

Governors may:

- Uphold the decision;
- Reinstate the pupil where legislation permits.

20. Independent Review Panel

Parents may request an Independent Review Panel where permitted by legislation.

The panel may:

- Uphold the exclusion;

- Recommend reconsideration;
- Quash the decision and direct governors to reconsider.

21. Recording and Monitoring

The school will monitor:

- Numbers of suspensions;
- Permanent exclusions;
- Repeat suspensions;
- Attendance following suspension;
- Protected characteristics;
- SEND;
- Looked After status;
- Ethnicity;
- Year group;
- Reason for exclusion.

The Governing Board will review trends at least annually.

22. School registers

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the Exclusion Appeal Panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)

- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

23. Equality Impact

The school will monitor whether any group of pupils is disproportionately affected.

Where disproportionality is identified, leaders will investigate and take appropriate action.

24. Complaints

Complaints about exclusion decisions will be managed in accordance with statutory procedures.

General complaints relating to this policy may be made under the school's Concerns and Complaints Policy.

25. Monitoring

This policy will be reviewed annually, or sooner if legislation or statutory guidance changes. At every review, it will be approved by the Full Governing Board.

Signed: _____

Print Name: _____

Date: _____

Appendix A – Possible Alternatives to Suspension

- Restorative conference
- Internal intervention
- Behaviour mentoring
- Pastoral support
- Counselling
- An emergency EHCP Annual review meeting.
- Risk assessment
- Early Help
- Managed move (where appropriate)
- Off-site direction
- Multi-agency intervention

Appendix B – Reintegration Checklist

Following suspension, staff should consider:

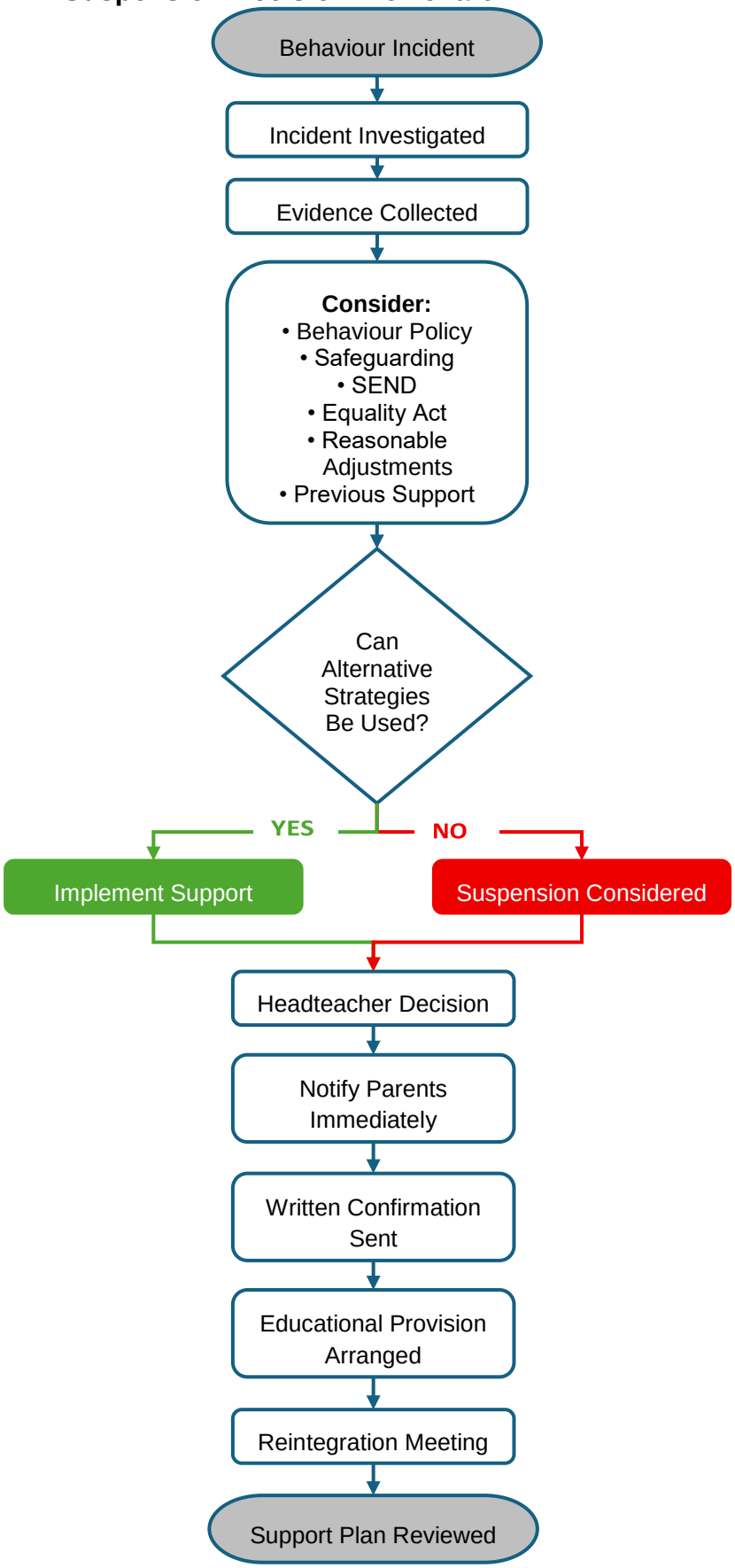
- Updated risk assessment.
- Pastoral support.
- Behaviour targets.
- Family meeting.
- An emergency EHCP Annual Review Meeting.
- Attendance support.
- Curriculum adjustments.
- Wellbeing support.
- Review dates.
- Named key adult

Appendix C – Related Policies

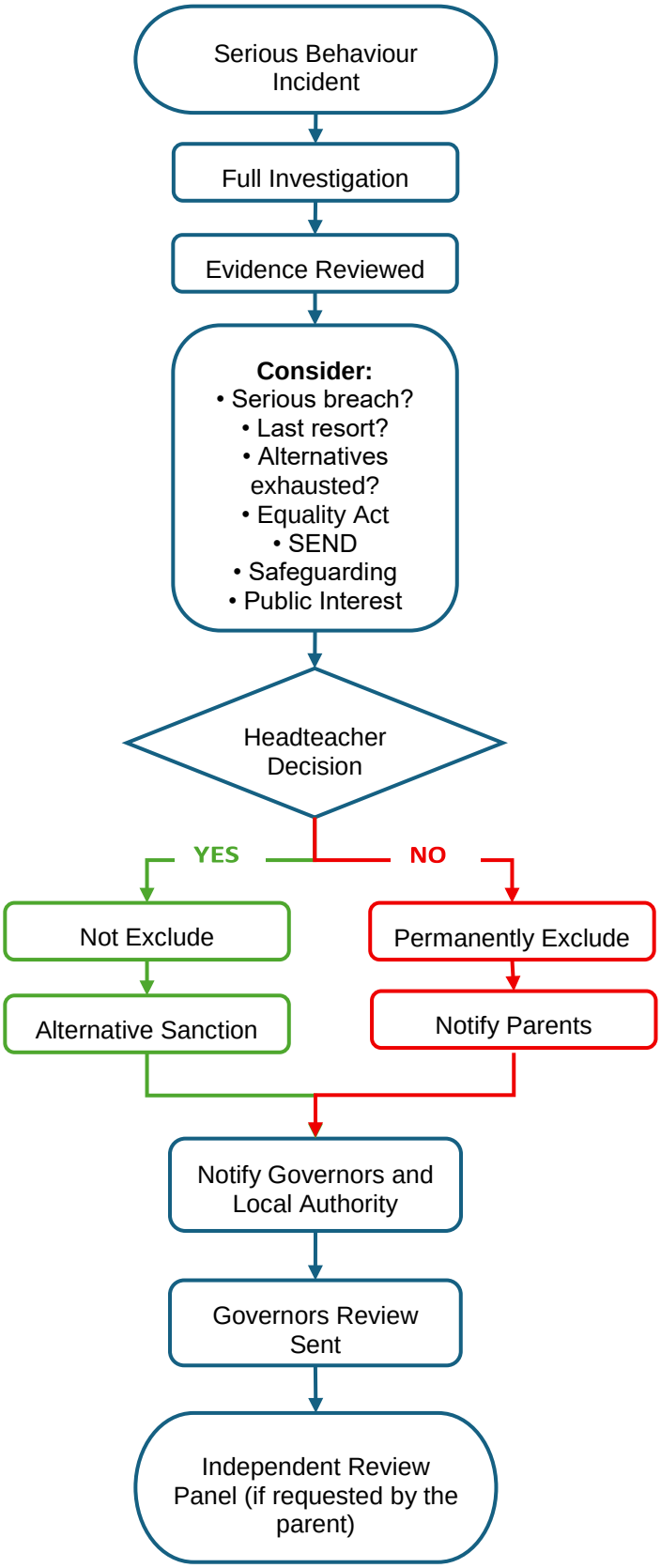
This policy should be read alongside:

- Self-Regulation: Promoting Positive Behaviour Policy
- Safeguarding Policy
- SEND Policy
- Equalities Policy
- Attendance Policy
- Anti-Bullying Policy
- Concerns and Complaints Policy

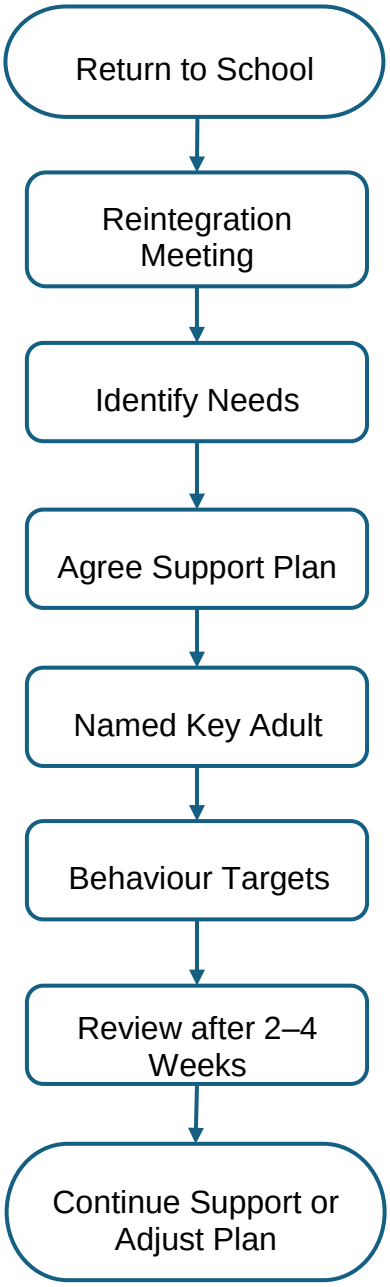
Appendix D – Suspension Decision Flowchart



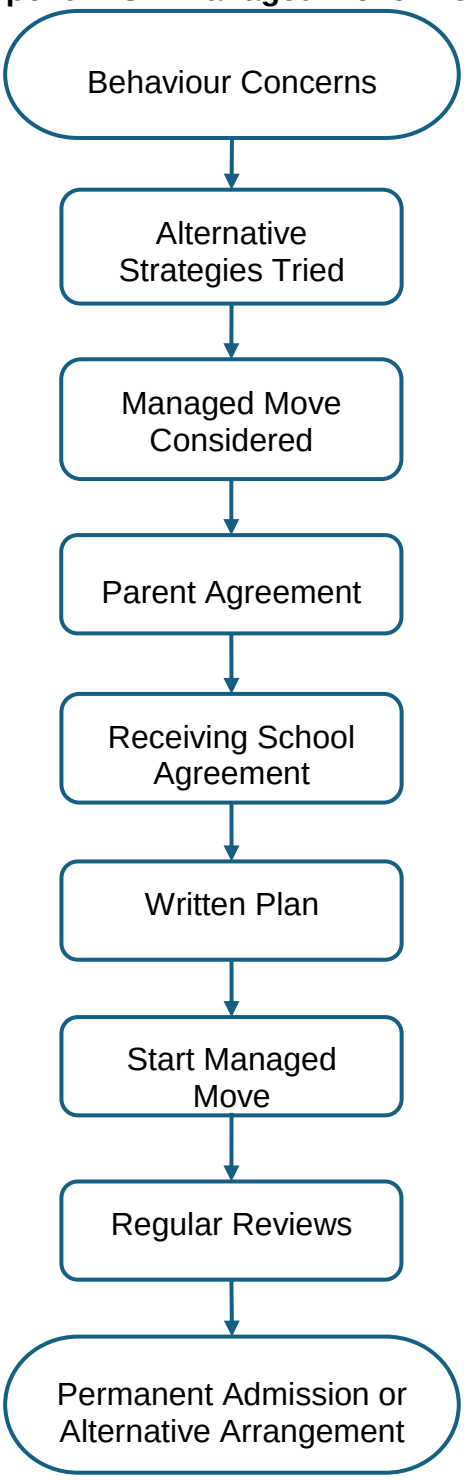
Appendix E – Permanent Exclusion Decision Flowchart



Appendix F – Reintegration Process



Appendix G – Managed Move Process



Appendix H – Exclusion Checklist for Headteachers

Before making a suspension or permanent exclusion decision, confirm:

☐ Investigation completed

☐ Pupil given opportunity to respond

☐ Witness statements considered

☐ CCTV reviewed (where applicable)

☐ Behaviour Policy followed

☐ Equality Act considered

☐ SEND considered

☐ Reasonable adjustments considered

☐ Safeguarding concerns considered

☐ Alternatives to exclusion explored

☐ Decision proportionate

☐ Parents notified

☐ Governors notified (where required)

☐ Local Authority notified (where required)

☐ Reintegration arrangements made

Appendix I - Model Suspension Letter

(Date)
(Parents Names)
(Address)

Dear (Parents Name(s))
Re: (Name – Year)

I regret to inform you of my decision to suspend (Name) for (Number) days with effect from the end/time of the day of (Date/time).. This means that (Name) will be expected to return to school on (Date). A reintegration meeting has been arranged to take place on (Date/Time) to discuss how (Name) will return to school and future behaviour will be managed. Please report to the school office on arrival.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend has not been taken lightly. (Name) has been suspended for the following reasons:

- (Reason(s)

You have a duty to ensure that your child is not present in a public place during school hours during this suspension, unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for your child's education to continue will be made. During the suspension we will set work for your child and would ask you to ensure this work is completed and returned promptly to school for marking on (Date).

You have the right to make written representations to the School Standards Board (SSB). The SSB Exclusion Panel must meet following receipt of any representations but does not have the power to reinstate your child.

If you wish to make written representations to the SSB please send these through to (Name/Title) at the following email: (email) as soon as possible. If you think this suspension relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the SSB.

You may request a copy of your child's school record. Please send any request through in writing to (Name/email). Please note that there may be a charge for photocopying.
You may wish to contact the Exclusion Officer at Croydon Local Authority for further advice and guidance in relation to the exclusion. The Exclusion Officer - Mark Malcolm can be contacted by telephone on 07356106953, or by email on mark.malcolm@croydon.gov.uk

There are sources of free and impartial advice available on suspensions:

- Statutory guidance on suspensions and exclusions: https://www.gov.uk/government/publications/school-exclusion
- Coram's Child Law Advice service can be accessed through their website https://childlawadvice.org.uk/information-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

(Name)
(Title)