



Saint Jérôme
Church of England
Bilingual School

Suspension and Permanent
Exclusion Policy

Policy created:	November 2023
Policy reviewed and updated:	September 2026
Date of next review:	September 2027
Review cycle:	Annually, and whenever DfE guidance changes. The previous review cycle was every 2 years, with a review due by December 2025 that was not met; shortened to annual given how frequently this guidance has changed recently.
Linked policies:	Behaviour for Flourishing Policy, SEND and Inclusion Policy, SEND Information Report, Child Protection and Safeguarding Policy, Attendance Policy.

Version history

Date	Version	Summary of changes
November 2023	V1	Original policy, thoroughly and correctly based on the DfE's statutory guidance from September 2023. Did not name individual postholders, so was not affected by the governance name errors found elsewhere on the site. Two-year review cycle; the review due by December 2025 was not met.
September 2026	V2	Updated to the DfE's entirely new statutory guidance, published 26 May 2026 and in force from 26 July 2026, replacing the September 2023 edition previously cited; checked against DfE, Harrow, LDBS and a current comparator. Added a new section on temporarily separating pupils for safeguarding reasons, which the new guidance addresses for the first time and which is explicitly distinct from a disciplinary exclusion; this was entirely absent before. Added explicit statutory confirmation that 'trial managed moves' or 'trial admissions' are not lawful, and expanded the managed moves section to cover information sharing, use only in the pupil's best interests, and the interaction with admissions law, following the guidance's considerably expanded treatment of this area. Added a prompt to consider an emergency review of a pupil's EHC plan where relevant. Added a note on issuing a further suspension or exclusion where an investigation brings new evidence to light. Corrected the definition of off-site direction, previously limited to 'a Governing Body of a maintained school', to reflect that the new regulations extend this more clearly to academies. Added reference to Harrow's Fair Access Protocol and School Placement Panel, and to LDBS's governor training on suspension, exclusion and Independent Review Panel matters. Put into house cover format; shortened the review cycle to annual given how often this guidance has changed recently.

Headteacher:

Kate Schutte

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(Kate Schutte)

Co-Chairs of Governors: Approved by Governors on 17th September 2026

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(Vas Lappas and Edward Stowell)

1. Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

A Note on Off-Rolling

'Off-rolling' is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the pupil, to: remove a pupil from the school roll without a formal, permanent exclusion; encourage a parent to remove their child from the school roll; or retain a pupil on the school roll but not allow them to attend the school normally, without a formal permanent exclusion or suspension.

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school, without following the statutory procedure contained in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support; due to a pupil's poor academic performance; or because the pupil hasn't met a specific condition, such as attending a reintegration meeting. If any pupil is suspended or excluded on these grounds, this will also be considered 'off-rolling'.

2. Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (in force from 26 July 2026).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the 2014 and 2026 amendment regulations
- The Equality Act 2010
- Children and Families Act 2014
- The School Inspection Handbook, which defines 'off-rolling'

This policy complies with our funding agreement and articles of association. LDBS provides training to governors on their legal duties in relation to suspension and permanent exclusion, and advice and guidance to headteachers and chairs of governing disciplinary committees facing an Independent Review Panel hearing; governors involved in this process are encouraged to take up this training.

3. Definitions

Suspension: when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion: when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction: when a school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent: any person who has parental responsibility and any person who has care of the child.

Managed move: when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

Safeguarding separation: temporarily keeping a pupil apart from other pupils, or restricting them to a particular part of the school site, for safeguarding reasons, for example following an allegation of harm by one pupil against another. This is explicitly distinct from a suspension or exclusion; see section 5A.

4. Roles and Responsibilities

4.1 The Headteacher

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only in response to serious or persistent breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend or exclude a pupil, the headteacher will: consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) were provoked; allow the pupil to give their version of events; consider whether the pupil has special educational needs (SEN); consider whether the pupil is especially vulnerable, for example if they have a social worker or are a looked-after child (LAC); and consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

Where a pupil has SEN or a disability, the headteacher will consider whether appropriate support, interventions and reasonable adjustments have been implemented, and whether the behaviour leading to the incident may have arisen from the pupil's SEN or disability; a suspension or exclusion could be discriminatory if the school has not taken reasonable steps to address the pupil's needs. Where exclusion is being considered for a pupil with an EHC plan, the headteacher will consider whether an emergency review of the plan, or additional support, may be needed.

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so. Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker. The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account.

Where an investigation into an incident brings further evidence to light after an initial suspension has been issued, the headteacher may issue a further suspension or a permanent exclusion in light of that new evidence, following the same procedures set out in this policy.

Informing Parents

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents as early as possible, to work together on what may be affecting the pupil's behaviour and what further support can be put in place.

If the headteacher decides to suspend or exclude a pupil, the parents will be informed, in person or by telephone, of the period and reason(s), without delay. Parents will also be provided with the following in writing, without delay: the reason(s); the length of the suspension, or that a permanent exclusion is permanent; information about their right to make representations to the Governing Body; how any representations should be made; where there is a legal requirement for the Governing Body to meet to consider reinstatement, that parents have a right to attend, be represented at their own expense, and bring a friend; and that parents have the right to request the meeting be held remotely.

If the pupil is of compulsory school age, the headteacher will also notify parents without delay, by the end of the afternoon session on the first day, that for the first 5 school days of an exclusion, or until alternative provision starts or the suspension ends if earlier, parents are legally required to ensure their child is not present in a public place during

school hours without a good reason, specifying which days this applies to, and that parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following will be included where possible: the start date; start and finish times, including morning and afternoon sessions where relevant; the address; and any information the pupil needs to identify who to report to on the first day. If the headteacher does not have all this by the end of the first afternoon session, they can provide it later, without delay and no later than 48 hours before provision starts, except where provision begins before the sixth day, in which case the school may give less than 48 hours' notice with parents' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify parents without delay, with a reason for the cancellation.

Informing the Governing Body

The headteacher will, without delay, notify the Governing Body of: any permanent exclusion, including where a suspension is followed by permanent exclusion; any suspension or exclusion resulting in more than 5 school days (or more than 10 lunchtimes) out of school in a term; any suspension or exclusion resulting in a pupil missing a National Curriculum test or public exam; and any cancelled suspension or exclusion, including the reason.

Informing the Local Authority (LA)

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of length, including the reason(s) and the length or fact of permanence. For a permanent exclusion where the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority'. The headteacher must notify the LA without delay of any cancelled exclusions, including the reason.

Informing the Pupil's Social Worker and/or Virtual School Head (VSH)

If a pupil with a social worker is at risk of suspension or exclusion, the headteacher will inform the social worker as early as possible. If a pupil who is looked after (LAC) is at risk, the headteacher will inform the VSH as early as possible, to work together on what may be affecting behaviour and what support can be put in place.

If the headteacher decides to suspend or permanently exclude such a pupil, they will inform the social worker/VSH, without delay, of the decision, the reason(s), the length or fact of permanence, whether it affects a National Curriculum test or public exam, and any cancellation and why.

The social worker/VSH will be invited to any Governing Body meeting about the suspension or exclusion, to advise on how the pupil's background or circumstances may have influenced events, and to help ensure safeguarding needs, risks and welfare are taken into account.

Cancelling Suspensions and Permanent Exclusions

The headteacher may cancel a suspension or permanent exclusion that has begun, or one that has not yet begun, but only where it has not yet been reviewed by the Governing Body. Where cancelled: parents, the Governing Body and LA are notified without delay; any social worker and VSH are notified without delay; the notification gives the reason; the Governing Body's duty to hold a meeting ceases; parents are offered a meeting with the headteacher, arranged without delay; and the pupil is allowed back without delay.

Any days spent out of school before the cancellation count towards the maximum of 45 school days permitted in a school year. A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year, or will have been by the time the cancellation takes effect.

Providing Education During the First 5 Days

During the first 5 days of a suspension, if the pupil is not attending alternative provision, the headteacher will take steps to ensure achievable and accessible work is set and marked, which may use online pathways. If the pupil has SEN or a disability, reasonable adjustments will be made to the provision.

If the pupil is looked after or has a social worker, the school will work with the LA to arrange alternative provision from the first day. Where this isn't possible, the school will take reasonable steps to set and mark work, including online pathways.

4.2 The Governing Body

Responsibilities regarding suspensions and permanent exclusions are delegated to a convened committee of at least 3 governors. The committee has a duty to consider parents' representations, and a duty to consider reinstatement in certain circumstances (see sections 5 and 6).

Within 14 days of receiving a request, the Governing Body will provide the Secretary of State with information about any suspensions or exclusions within the last 12 months. For any suspension of more than 5 school days, the Governing Body will arrange suitable full-time education for the pupil, beginning no later than the sixth day.

Monitoring and analysing suspensions and exclusions data, the Governing Body will consider: how effectively and consistently the behaviour policy is being implemented; the school register and absence codes; instances of repeat suspensions; interventions in place to support pupils at risk; any variations in the rolling average of permanent exclusions and why; timing of moves and exclusions, and any patterns; the characteristics of suspended and excluded pupils, and why; whether off-site placements are reviewed at sufficient intervals; and the cost implications of directing pupils off-site.

4.3 The Local Authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of exclusion. For pupils who are looked after or have social workers, the LA and school will work together to arrange this from the first day.

Where a managed move or in-year admission is being considered, we work with Harrow's School Placement Panel, which administers Harrow's Fair Access Protocol. This protocol may exceptionally require schools to admit children in excess of their published admission number, to protect the interests of vulnerable children and those with challenging behaviour.

5. Considering the Reinstatement of a Pupil

The Governing Body will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice if: the exclusion is permanent; it is a suspension which would bring the pupil's total days out of school to more than 15 in a term; or it would result in the pupil missing a public exam or National Curriculum test.

Where the pupil has been suspended and this does not bring their total to more than 5 days in a term, the Governing Body must consider any representations made by parents, but is not required to arrange a meeting and cannot direct reinstatement. Where suspended for more than 5 but not more than 15 school days in a term, and parents make representations, the Governing Body will consider and decide on reinstatement within 50 school days of receiving notice; if parents do not make representations, the board is not required to meet and cannot direct reinstatement.

Where a suspension or exclusion would result in missing a public exam or test, the Governing Body will, as far as reasonably practicable, decide before the date of the exam or test; if not practicable, it may still consider the matter and decide whether to reinstate.

The following parties will be invited to a Governing Body meeting and allowed to make representations: parents, and where requested a representative or friend; the pupil, if aged 17 or younger and appropriate to their age and understanding, and where requested a representative or friend; the headteacher; the pupil's social worker, if they have one; and the VSH, if the pupil is looked after.

Meetings can be held remotely at the request of parents (see section 9). The Governing Body will try to arrange the meeting within the statutory time limits and at a time suiting all relevant parties; its decision is not invalid simply for missing these limits.

The Governing Body can decline to reinstate, or direct reinstatement immediately or on a particular date, except where it cannot do so as set out above. In reaching a decision, it will consider: whether the decision to suspend or exclude was lawful, reasonable and procedurally fair; whether the headteacher followed their legal duties; the welfare and safeguarding of the pupil and their peers; and any evidence presented, deciding facts on the balance of probabilities. The clerk will be present when the decision is made, minutes taken, and a record kept with the pupil's educational record.

The Governing Body will notify, in writing and without delay: the parents; the headteacher; the pupil's social worker, if any; the VSH, if looked after; the LA; and the pupil's home authority, if different.

Where an exclusion is permanent and not reinstated, the notification will also include: that it is a permanent exclusion; notice of the right to ask for an independent review; the date by which an application must be made (15 school days from the Governing Body's decision); the name and address for the application and evidence; that the application should set out its grounds, including how the pupil's SEN is considered relevant, where appropriate; that parents have the right to require an SEN expert to advise the panel, at no cost to them, regardless of whether the pupil has recognised SEN; details of the SEN expert's role; that parents must make clear if they want one appointed; that parents may, at their own expense, appoint someone to make representations and may bring a friend; and that, if parents believe unlawful discrimination occurred, they may claim to the First-tier Tribunal (SEND) for disability discrimination, or the county court for other discrimination, within 6 months of the alleged discrimination.

5A. Separating Pupils for Safeguarding Reasons

There are times when the school may need to temporarily keep pupils apart, or restrict a pupil to a particular part of the school site, for safeguarding reasons, for example following an allegation of harm by one pupil against another, while the school establishes the facts and, where necessary, involves other agencies.

This is not a disciplinary exclusion or suspension, and is not recorded or treated as one. It is a safeguarding measure, led by the Designated Safeguarding Lead in line with our Child Protection and Safeguarding Policy, kept under regular review, and used for the shortest time necessary. Parents of the pupils involved are kept informed, so far as this can be done without compromising the safeguarding process, and the pupil's continued access to education is maintained as far as possible while the separation is in place.

6. Independent Review

If parents apply for an independent review within the legal timeframe, the Academy Trust will, at its own expense, arrange for an independent panel to review the Governing Body's decision not to reinstate a permanently excluded pupil.

Applications must be made within 15 school days of the parents being notified of the Governing Body's decision, or, if later, within 15 school days of the final determination of an Equality Act 2010 discrimination claim regarding the exclusion. Applications outside this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents (see section 9).

A panel of 3 or 5 members will be constituted with representatives from: a lay member to chair, who has not worked in any school in a paid capacity, disregarding governor or volunteer experience; current or former school governors with at least 12 consecutive months' service in the last 5 years, provided they have not been teachers or headteachers in that time; and headteachers, or those who have been a headteacher within the last 5 years. Where a 5-member panel is constituted, 2 members come from the governor category and 2 from the headteacher category.

A person may not serve on a review panel if they: are a member or director of the excluding school; are, or have been within the last 5 years, the headteacher of the excluding school; are an employee of the Academy Trust or Governing Body of the excluding school, unless employed as a headteacher elsewhere; have any connection with the Academy Trust, school, Governing Body, parents, pupil or incident that might reasonably raise doubts about their impartiality; or have not had the required training within the last 2 years (see Appendix 1).

The panel must consider the interests and circumstances of the pupil, including the circumstances of the exclusion, and have regard to the interests of other pupils and staff. Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate, and the pupil should be enabled to make representations. Where an SEN expert is present, the panel must seek and have regard to their view of how SEN may be relevant. Where a social worker is present, the panel must have regard to their representations on how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant. Where a VSH is present, similarly for the pupil's background, education and safeguarding needs.

Following review, the panel will: uphold the Governing Body's decision; recommend it reconsiders reinstatement; or quash the decision and direct reconsideration, only if it judges the decision was flawed. New evidence may be presented, but the school cannot introduce new reasons for the exclusion or the decision not to reinstate, which the panel must disregard.

In deciding whether the decision was flawed, the panel considers only evidence available to the Governing Body at the time, including evidence it considers should have been available had the board acted reasonably. Evidence the panel considers it unreasonable to expect the board to have been aware of can be taken into account when deciding whether to recommend reconsideration.

The panel's decision is by majority vote; the chair has the casting vote on a tie. Once decided, the panel will notify all parties in writing without delay, including the decision and reasons, details of any financial readjustment if the Governing Body does not offer reinstatement within 10 school days, and any information the panel directs be placed on the pupil's educational record.

7. School Registers

A pupil's name will be removed from the admission register if 15 school days have passed since parents were notified of the decision not to reinstate and no application for review has been made, or parents have stated in writing they will not apply. Where an application has been made within 15 school days, the Governing Body will wait until the review concludes before removing the pupil's name.

While the pupil's name remains on the register, attendance is still recorded appropriately: code B (education off-site) or D (dual registration) where alternative provision is attended, or code E (absent) where it is not.

Making a Return to the LA

Where a pupil's name is to be removed because of a permanent exclusion, the school will make a return to the LA, including: the pupil's full name; the full name and address of any parent the pupil normally resides with; at least one emergency contact number; the grounds for removal; details of any new school, if known; and details of the pupil's new address, if known. This return is made as soon as the grounds are met and no later than the removal of the pupil's name.

8. Returning from a Suspension

8.1 Reintegration Strategy

Following a suspension, or a cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education, working with third-party organisations where necessary to identify unmet special educational or health needs. Part-time timetables will not be used as a tool to manage behaviour and, if used, will be for the minimum time necessary. The strategy will be regularly reviewed and adapted throughout the reintegration process, in collaboration with the pupil, parents and other relevant parties.

8.2 Reintegration Meetings

The school will clearly explain the reintegration strategy to the pupil before or on their return, in a meeting that communicates a fresh start and that the pupil is a valued member of the school community. The pupil, parents, a member of senior staff, and any other relevant staff will be invited; the meeting can proceed without parents if they cannot or do not attend.

The school expects all returning pupils and their parents to attend, but pupils who do not attend will not be prevented from returning to the classroom.

9. Remote Access to Meetings

Parents can request that a Governing Body meeting or independent review panel be held remotely; if no preference is expressed, the meeting will be held in person. Where extraordinary or unforeseen circumstances make an in-person meeting impracticable, it will be held remotely. Remote meetings are subject to the same procedural requirements as in-person ones.

Before agreeing to a remote meeting, the Governing Body should ensure: all participants have access to technology allowing them to hear, speak, see and be seen; all participants can participate fully; and the meeting can be held fairly and transparently. Social workers and the VSH may always join remotely, whether or not the main meeting is in person, provided these conditions are met.

The meeting will be rearranged to in-person without delay if technical issues arise that cannot be reasonably resolved and compromise participants' ability to contribute effectively, or prevent the meeting running fairly and transparently.

10. Managed Moves

A managed move is used only where it is genuinely in the pupil's best interests, following a full assessment of their needs, and never as a disciplinary tool disguised as anything else. All parties, including both schools and, in particular, parents and the pupil, must consent before a managed move takes place.

A 'trial' managed move or 'trial admission', where a pupil is placed at a new school on a temporary or conditional basis before a full, formal admission, is not lawful. Where a temporary placement is needed to support a pupil's behaviour improvement while they remain on our roll, we use an off-site direction instead, not a trial move.

Where a managed move does proceed, we share all relevant information with the receiving school, including relevant safeguarding information, to support a successful transition, and we have regard to the interaction between managed moves and admissions law, recognising that a managed move does not sit outside the normal admissions process for the receiving school.

11. Monitoring Arrangements

The school will collect data on: attendance, permanent exclusions and suspensions; use of pupil referral units, off-site directions and managed moves; and anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences.

The data will be analysed every term by the Headteacher, from a variety of perspectives, including at school level, by age group, by time of day/week/term, and by protected characteristic. The school will use this analysis to ensure it is meeting its duties under the Equality Act 2010, and will review its policies to tackle any patterns or disparities identified.

12. Links with Other Policies

This policy is linked to our:

- Behaviour for Flourishing Policy
- SEND and Inclusion Policy
- SEND Information Report
- Child Protection and Safeguarding Policy

Appendix 1: Independent Review Panel Training

The Governing Body must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, including an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, Governing Bodies and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act compatibly with human rights protected by that Act