



Manby Lodge Infant School

Suspensions and Permanent Exclusions Policy

This policy is based on:

- Permanent exclusion of children Guidance for Surrey Schools March 2025
- [Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement Guidance for maintained schools, academies, and child referral units in England August 2024](#)

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1. Aims

Manby Lodge Infant School is committed to ensuring that suspensions and permanent exclusions are used lawfully, fairly and consistently.

We aim to keep all children safe, supported and engaged in education, particularly those who are vulnerable or have SEND, and to meet all safeguarding and equality duties.

2. Unlawful, Informal or Unofficial Exclusions

We do not use unofficial or informal exclusions. Children will not be sent home without the formal suspension or exclusion process being followed and recorded (see [School Discipline \(Child Exclusions and Reviews\) \(England\) Regulations 2012](#)). Exclusions are only used for disciplinary reasons and never due to SEND, academic performance, unmet conditions, or minor rule breaches.

3. Legal Framework

This policy follows Department for Education statutory guidance on suspensions and permanent exclusions and is underpinned by relevant education, safeguarding, SEND and equality legislation, including the Education Acts, Equality Act 2010, and SEND Code of Practice.

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 children
- Section 579 of the [Education Act 1996](#), which defines ‘school day’
- The [Education \(Provision of Full-Time Education for Excluded Childs\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Childs\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines ‘off-rolling’
- SEND Code of Practice 2015
- Education and Inspections Act 2006
- School Information (England) Regulations 2008

4. Definitions

Suspension – when a child is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – when a child 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 Governing Body of a maintained school requires a child to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a child is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. A managed move is voluntary and is not a suspension or permanent exclusion.

Looked After Child (LAC) - a child who is in the care of the local authority.

Virtual School Head (VSH) - an officer employed by the local authority who promotes the educational achievement of children who are looked after.

Special Educational Needs (and disabilities) (SEND) - a legal term describing the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age.

Special Educational Needs Co-ordinator (SENCO) - a teacher who is responsible for coordinating SEN provision.

5. Decision to Suspend or Permanently Exclude

Only the Headteacher (or acting or deputising Headteacher) may suspend or permanently exclude a child, and only on disciplinary grounds.

A decision to suspend a child will be taken only:

- In accordance with the school’s behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a child that their current behaviour is putting them at risk of permanent exclusion
- After consideration of the potential impact on the child's education and vulnerability

Permanent exclusion is used as a last resort after all reasonable alternatives and support have been explored. Decisions are based on evidence, fairness, and consideration of SEND, vulnerability (including children who are Looked After – LAC) and safeguarding.

6. Informing Parents and Carers

If a child is at risk of suspension or exclusion, the Headteacher or Deputy Headteacher will inform the parents/carers as early as possible, to work together to consider what factors may be affecting the child’s behaviour, and what further support can be put in place to improve the behaviour.

Parents/carers are informed of any suspension or permanent exclusion and receive written confirmation explaining the reasons, length, legal duties, rights to make representations, and information about alternative provision and review processes.

When children are suspended a parent is normally called during the day and asked to collect the child.

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents/carers’ right to make representations about the suspension or permanent exclusion to the Governing Body and, where the child is attending alongside parents/carers, how they may be involved in this

7. Governing Body Responsibilities

The Governing Body considers suspensions and exclusions in line with statutory thresholds and timescales. It reviews evidence, fairness, safeguarding, SEND and equality duties, and decides whether to reinstate a child where legally permitted.

As set out in Surrey Guidance (April 2025), parents have the right to make representations to the Governing Body in relation to a suspension or permanent exclusion. The Governing Body must consider any representations made by parents/carers and may place a copy of its findings on a child's school record.

Where statutory thresholds are met, the Governing Body must convene a meeting to consider whether a child should be reinstated and may direct reinstatement where permitted by law. In other cases, the Governing Body must consider representations made by parents/carers but does not have the power to decide whether to reinstate the child.

If the length of the suspension is more than 15 school days or brings the total of suspended days to over 15 in any one term, the Governing Body must meet to consider the suspension and whether reinstatement is appropriate, in accordance with statutory guidance.

Considering suspensions and permanent exclusions

- The Governing Body has a duty to consider parents'/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded child in certain circumstances, in line with statutory guidance.
- Within 14 days of receiving a request, the Governing Body will provide the Secretary of State and the Local Authority 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 ensure that the school arranges suitable full-time education for the child. This provision will begin no later than the sixth day of the suspension.

How any representations should be made to the Governing Body

- Where there is a legal requirement for the Governing Body to hold a meeting to consider the reinstatement of a child, parents/carers have the right to attend the meeting, be represented (at their own expense) and bring a friend.
- Parents/carers have the right to request that meetings be held remotely, and will be informed how and to whom such requests should be made.
- Parents/carers will be given information about relevant sources of free and impartial advice and support (including local services such as the Parent Partnership Service and ACE Education).

The Governing Body also monitors suspensions and exclusions (see monitoring section below).

8. Education During Exclusion

During the first 5 days of a suspension, if the child is not attending alternative (AP) provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the child. Our school may make use of online or remote education.

The work provided will be accessible, achievable, and matched to the child's ability. It must also be meaningful, and sufficient in quantity to keep the child engaged. We will take reasonable steps to arrange for work to be collected and returned for marking.

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

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged.
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant.
- The address at which the provision will take place.
- Any information the child needs in order to identify the person they should report to on the first day.

For a suspension lasting 5 days or fewer, or 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/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason, unless there is a reasonable justification, such as a medical appointment. This will include specifying on which days this duty applies.

Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

9. Reintegration

Following a suspension, we will put in place a reintegration plan to support a positive return to school. This may include meetings, mentoring, phased reintegration (where appropriate), curriculum adjustments and ongoing review.

10. Independent Review Panels

Parents/carers may request an independent review of a permanent exclusion within statutory time limits. Panels are arranged by the local authority, are properly trained and impartial, and may uphold, recommend reconsideration, or quash the Governing Body's decision.

Independent review process

If parents/carers apply for an independent review within the legal timeframe, the LA will, at their own expense, arrange for an independent panel to review the decision of the Governing Body not to reinstate a permanently excluded child.

Applications for an independent review must be made within 15 school days of notice given to the parents/carers by the Governing Body of its decision to not reinstate the child or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected. Independent reviews can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category, and 2 members will come from the Headteacher category. At all times during the review process there must be the required representation on the panel:

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

11. Monitoring and Review

Manby Lodge Infant School monitors suspension and exclusion data to identify patterns, ensure fairness, meet equality duties and reduce disproportionality. This monitoring is carried out by school staff and all information is shared with our Governing Body. This policy is reviewed annually.

Part B: Parent-Friendly Summary

Suspensions and Permanent Exclusions – What Parents Need to Know

Our approach

We want all children to feel safe, supported and able to succeed at school. Suspensions and permanent exclusions are only used when absolutely necessary and always as a last resort.

When might a child be suspended or excluded?

This may happen if there are serious or repeated breaches of the school's behaviour policy and keeping the child in school would seriously affect the safety or education of others.

Children will never be excluded for:

- Having special educational needs or a disability
- Poor academic performance
- Minor behaviour issues

Informal exclusions

The school does not send children home informally. Any suspension or exclusion is formally recorded and follows legal procedures.

What happens if my child is suspended?

- You will be contacted immediately and given written information
- Work will be provided for the first five school days
- You must ensure your child is not in a public place during school hours
- A reintegration meeting will support your child's return

Permanent exclusion

Permanent exclusion is only used as a last resort. You have the right to:

- Make representations to the Governing Body
- Request an independent review
- Ask for an SEN expert to be involved

Support for vulnerable children

Extra protections apply for children with SEND, looked-after children (LAC), and those with social workers. The school works closely with families and professionals to provide support.

Alternative education

If your child is excluded for more than five school days, suitable full-time education will be arranged. If a child is a Looked After Child (LAC) they will receive education from Day 1.

Getting help

You can access free, impartial advice from local support services if you need help understanding the process.