



Manby Lodge Infant School Suspensions and Permanent Exclusions Policy

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Policy basis

This policy should be read alongside the school's Relationships and Behaviour Policy, safeguarding arrangements and relevant SEND and equality policies.

It is based principally on the Department for Education (DfE) statutory guidance, "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" (July 2026), effective from 26 July 2026.

The policy also reflects relevant legislation and statutory guidance, including the Education Act 1996, Education Act 2002, 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, Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, Equality Act 2010, Children and Families Act 2014, School Attendance (Pupil Registration) (England) Regulations 2024, SEND Code of Practice and Keeping Children Safe in Education 2026.

The school will also have regard to relevant Surrey County Council guidance and procedures concerning suspension, permanent exclusion, alternative provision and vulnerable children.

Aims

Manby Lodge Infant School is committed to maintaining a calm, safe and supportive environment in which children and staff can work safely and respectfully. Suspensions and permanent exclusions are important behaviour-management tools, but for the vast majority of children they should not be necessary.

We will use suspension and permanent exclusion lawfully, reasonably, fairly and proportionately. Permanent exclusion will only be used as a last resort. We will seek to understand and address behaviour through the school's behaviour systems, pastoral support, SEND provision and other appropriate interventions before exclusion is considered, except where the seriousness of an incident means that exclusion is immediately necessary.

The school will pay particular attention to safeguarding, SEND, disability, equality, vulnerability and the child's individual circumstances. We will not adopt a 'no exclusion' approach where this would create safeguarding risks or expose children or staff to unreasonable risks.

Unlawful, Informal or Unofficial Exclusions

The school does not use informal or unofficial exclusions. Any child who is sent home, or prevented from attending school on disciplinary grounds, must be subject to the formal suspension or permanent exclusion process and the decision must be recorded.

A child must not be excluded for a non-disciplinary reason, including because the school feels unable to meet their SEND, because of academic attainment or ability, or because a parent or child has not met a condition such as attending a reintegration meeting.

The school will not pressure parents to remove their child from the school, electively home educate, or seek another school place as an alternative to following the lawful exclusion process. Such practices may amount to off-rolling.

Part-time timetables will not be used as a behaviour-management sanction. Where a part-time timetable is necessary for another lawful reason, it will be time-limited, formally reviewed and managed in accordance with attendance requirements.

Legal and Statutory Framework

This policy follows the DfE July 2026 statutory guidance and the legislation listed in the Policy Basis section. The school will have regard to the guidance and comply with statutory duties.

When making an exclusion decision, the Headteacher must act in accordance with administrative law principles: the decision must be lawful, reasonable, fair and proportionate. When establishing facts, the civil standard of proof applies: the balance of probabilities.

The school will comply with the Equality Act 2010 and its duty to make reasonable adjustments for disabled children. SEND duties remain in force during periods of suspension and when a child is educated off-site.

The school will also have regard to Keeping Children Safe in Education and relevant safeguarding procedures when exclusion, off-site direction or temporary separation of children is being considered.

Definitions

Suspension – the temporary removal of a child from school for a defined period. This is the term now used in place of 'fixed-term exclusion'.

Permanent exclusion – the removal of a child from the school permanently, subject to any decision to reinstate.

Exclusion – in this policy, this term includes both suspension and permanent exclusion when the context requires.

Off-site direction – a temporary requirement for a child to attend another education setting to improve future behaviour. It is a preventative behaviour measure, not a punishment for past misconduct.

Managed move – a voluntary, permanent transfer to another mainstream school, agreed by all relevant parties, including the parents and the admission authority of the receiving school. It is not an exclusion.

Safeguarding separation – a rare, temporary arrangement in which a child is prevented from attending the school premises for safeguarding reasons rather than disciplinary reasons. This is not an exclusion.

Parent – includes a child's birth parents, any person with parental responsibility and any person who has care of the child, in accordance with the statutory definition.

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

Virtual School Head (VSH) – the local authority officer responsible for promoting the educational outcomes of children who are looked after.

SENCO – the teacher responsible for coordinating special educational needs provision.

Decision to Suspend or Permanently Exclude

Only the Headteacher (or an acting Headteacher where legally applicable) may suspend or permanently exclude a child on disciplinary grounds.

A child may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension must have a defined end date. A suspension may also cover part of a school day; a lunchtime suspension counts as half a school day for the purpose of Governing Body thresholds.

A suspension may be used to provide a clear signal that behaviour is unacceptable and, where appropriate, that continued behaviour may put the child at risk of permanent exclusion. Where suspensions are becoming regular, the school will consider whether additional or different strategies are required.

Permanent exclusion will only be considered where:

there has been a serious breach, or persistent breaches, of the school's Relationships and Behaviour Policy; and allowing the child to remain in school would seriously harm the education or welfare of the child or others, such as staff or other children.

Before making a decision, the Headteacher will consider the circumstances of the individual case, including any contributing factors, the child's age and understanding, SEND or disability, safeguarding concerns, vulnerability and the impact on other members of the school community.

The child's views should be taken into account, having regard to their age and understanding, unless it would not be appropriate to do so. The child should be supported to express their view and should be informed, in an age-appropriate way, how their views were considered.

Where facts are disputed, the Headteacher will make findings on the balance of probabilities. The decision will be based on the evidence available at the time and will be recorded with clear reasons.

Cancelling an Exclusion

The Headteacher may cancel an exclusion that has begun or has not yet begun only where the Governing Body has not yet met to consider reinstatement.

Where an exclusion is cancelled, the school will, without delay, notify the parents, Governing Body, local authority and, where applicable, the child's social worker and VSH, giving the reason for the cancellation. The child must be allowed to return to school without delay.

Any days already spent out of school because of the exclusion continue to count towards the statutory 45-school-day maximum. A permanent exclusion cannot be cancelled once the child has already been excluded for more than 45 school days in the academic year, or would have been by the time cancellation took effect.

Parents will be offered an opportunity to meet the Headteacher to discuss the circumstances leading to cancellation.

Informing Parents, the Local Authority and Other Relevant Parties

Parents will be informed without delay when a suspension or permanent exclusion is decided. Written notification will give the reason(s), the length of any suspension or the fact that the exclusion is permanent, relevant legal duties, rights to make representations, education arrangements and information about review processes.

The local authority is informed every exclusion, regardless of the length of the suspension. We use GroupCall to automatically inform Surrey of all suspensions. For a permanent exclusion, the home local authority will also be notified where the child lives outside the local authority area in which the school is located.

Where a child has a social worker, the social worker will be informed without delay. Where a child is looked after, the VSH will also be informed without delay. The school will ensure that the social worker and/or VSH are informed of Governing Body meetings and can contribute as appropriate.

Where electronic notification is used, the school will only use an email address or telephone number where the parent has agreed that it may be used for this type of notification.

Governing Body Responsibilities

The Governing Body is responsible for considering suspensions and permanent exclusions in accordance with statutory duties and timescales. It may delegate these functions to a designated committee of at least three governors where permitted.

The Governing Body must consider and decide on reinstatement within 15 school days where:

- the exclusion is permanent;
- the suspension would bring the child's total days out of school above 15 in the term; or

- the suspension or permanent exclusion would result in the child missing a public examination or national curriculum test.

For suspensions taking the child's total days out of school above five but not more than 15 in the term, the Governing Body must consider and decide on reinstatement within 50 school days if the parents make representations. If no representations are made, it is not required to meet and cannot direct reinstatement.

For suspensions that do not take the child's total days above five in the term, the Governing Body must consider any parental representations but does not have the power to direct reinstatement and is not required to hold a meeting.

Where a Governing Body meeting is required, the school will support the child and parents to participate. The child should be enabled and encouraged to attend and make representations, taking account of age and understanding. Reasonable adjustments will be made where required.

The Governing Body will consider the interests and circumstances of the excluded child alongside those of other children, staff and the wider school community. It will consider whether the decision was lawful, reasonable and procedurally fair, and whether safeguarding, welfare, SEND and equality duties were properly addressed. The Governing Body will apply the balance of probabilities when establishing facts. Clear minutes will record the evidence considered and how the decision was reached.

The Governing Body will routinely monitor suspension, permanent exclusion and pupil-movement data, including off-site direction, removal from the admission register and safeguarding separation. It will consider patterns, repeat suspensions, vulnerable groups including SEND, the effectiveness of interventions, timing of moves and whether off-site placements are achieving their objectives.

Education During Suspension or Permanent Exclusion

During the first five school days of a suspension or permanent exclusion, where alternative provision is not already in place, the school will take reasonable steps to ensure that accessible, achievable and meaningful work is set and marked. Online or remote education may be used where appropriate.

For a suspension of more than five school days, suitable full-time education must begin no later than the sixth school day. Consecutive suspensions are treated cumulatively for this purpose.

For a permanent exclusion, the local authority must arrange suitable full-time education from the sixth school day after the first day of the permanent exclusion. Where the child has an EHCP, the local authority may need to review or reassess the plan.

For children who are looked after or who have a social worker, the school and local authority should work together to arrange suitable alternative provision from the first day following the suspension or permanent exclusion. Where this is not possible, the school will take reasonable steps to set and mark accessible work.

The school will work with the local authority regarding travel arrangements where appropriate. Any alternative provision commissioned or arranged by the school will be appropriately quality-assured and will meet the child's educational, safeguarding and SEND needs.

Parents have a legal duty during the first five school days of an exclusion to ensure that their child is not present in a public place during school hours without reasonable justification, unless an exception applies. The exclusion notification will explain the days to which this duty applies.

Safeguarding Separation

In rare circumstances, a child may need to be temporarily prevented from attending the school premises for safeguarding reasons, for example where an allegation of harm requires children to be physically separated. This is not an exclusion because it is not imposed on disciplinary grounds.

Such arrangements will only be used where separation is essential and cannot practicably be achieved while allowing the child or other children to remain safely on the school premises. The Designated

Safeguarding Lead (or deputy) will take a lead role, using professional judgement and working with children's social care, the police and other agencies as required.

Parents will be informed of the reason for the temporary arrangement. The Governing Body will be notified without delay. The school will consider its duties under safeguarding guidance, the Equality Act 2010, the Human Rights Act 1998 and public law principles.

Where the school or parents do not arrange suitable education, the local authority must arrange education for the child. The school will support a safe and planned return to education.

Off-site Direction

Off-site direction is a temporary behaviour measure used to improve future behaviour. It is not a sanction or punishment for past misconduct. It may be considered where in-school interventions or targeted support have been unsuccessful or are inappropriate.

Any off-site direction will be based on the child's individual behavioural, SEND and health needs. The objectives, proposed duration and review arrangements will be clearly defined. The child will be supported to share their views and will be kept informed of how those views have been taken into account.

Where an off-site direction is made, the Governing Body will comply with the statutory requirements, including written notification to parents and, where the child has an EHC plan, the local authority. The notification will include the required information about the placement, duration, reasons, objectives and arrangements.

The placement and reintegration plan will be kept under review for as long as the direction remains in effect. Review meetings will take place at intervals appropriate to the child's needs. Parents and, where appropriate, the child and relevant agencies will be involved.

The child must continue to receive a broad and balanced education. SEND and equality duties continue to apply while the child is educated off-site. Relevant information, including attainment, risk assessment and support strategies, will be shared with the receiving setting as appropriate and in line with safeguarding and data-protection requirements.

Managed Moves

A managed move may be considered as a preventative measure where it is in the child's best interests and where other appropriate interventions have been considered. A managed move is voluntary and must be agreed by all relevant parties, including the parents and the admission authority of the receiving school.

There is no such thing as a 'trial managed move'. If a temporary placement is needed to improve behaviour, off-site direction should be used instead. A managed move results in a permanent transfer and must comply with the School Admissions Code and School Attendance (Pupil Registration) (England) Regulations 2024.

The school will not pressure parents or a child into agreeing to a managed move. A child must not be permanently excluded because a parent or child refuses to agree to a managed move.

Before a managed move, the school should be able to evidence appropriate initial intervention, including multi-agency support or statutory assessments where relevant. Relevant information, including attainment, academic potential, current risk assessment and effective support strategies, will be shared with the receiving school and local authority as appropriate.

Where a child has an EHC plan, the school will contact the local authority before a managed move and ensure that the statutory procedures relating to the plan are followed.

Reintegration

The school will support successful reintegration following a suspension, cancelled exclusion, off-site direction or safeguarding separation. The aim is to provide a fresh start, rebuild belonging, address behaviour and support full-time education.

A reintegration strategy will be communicated before or at the beginning of the child's return. Parents will be involved where possible, but a child will not be prevented from returning to school because a parent is unable or unwilling to attend a reintegration meeting.

The strategy may include mentoring, regular pastoral contact, personalised targets, curriculum support, planned interventions and regular reviews with the child and parents. It will be adapted where necessary.

Any part-time timetable must not be used as a behaviour-management measure and must only operate for the shortest time necessary for a lawful reason, with formal review arrangements.

Independent Review Panels

Where the Governing Body decides not to reinstate a permanently excluded child, parents may request an independent review within the statutory time limit. The application must normally be made within 15 school days of the Governing Body's decision letter. Where there is a relevant Equality Act 2010 discrimination claim, the statutory arrangements regarding the extended deadline will apply.

The local authority arranges the independent review panel for a maintained school. The panel will be independent and properly constituted. It may uphold the Governing Body's decision, recommend reconsideration, or quash the decision and direct the Governing Body to reconsider reinstatement, in accordance with the statutory framework.

Parents may request the appointment of a SEN expert. The local authority must appoint one where properly requested with the independent review application and must meet the associated costs.

Independent review meetings may be held using remote access where the statutory criteria are met and a fair and effective meeting can take place. Face-to-face arrangements will be encouraged where appropriate.

Monitoring, Equality and Review

The school will monitor suspension, permanent exclusion and pupil-movement data to identify patterns, evaluate the effectiveness of behaviour support, meet equality duties and reduce disproportionality.

The Governing Body will consider the characteristics of children affected, including SEND and other relevant vulnerabilities, repeat suspensions, timing and reasons for exclusions, off-site direction, managed moves, safeguarding separation and any other movement off the school roll or education off-site.

The Governing Body will seek assurance that alternative provision and other off-site arrangements are reviewed often enough to establish that they are achieving their objectives and that children are benefiting from them.

This policy will be reviewed annually, or earlier if there are changes to legislation, statutory guidance or local procedures.

Appendix 1: Parent-Friendly Summary - Suspensions and Permanent Exclusions – What Parents Need to Know

Our approach

We want every child to feel safe, supported and able to succeed. Suspension and permanent exclusion are used when necessary to maintain a safe and positive learning environment. Permanent exclusion is a last resort.

When might a child be suspended or permanently excluded?

A suspension or permanent exclusion may be considered following serious or persistent breaches of the school's Relationships and Relationships and Behaviour Policy. A permanent exclusion will only be used where the breach is serious or persistent and allowing the child to remain in school would seriously harm the education or welfare of the child or others.

Children will not be excluded because:

- they have SEND or a disability;
- of their academic attainment or ability;
- they have not attended a reintegration meeting; or
- the school wants to avoid using the formal exclusion process.

What happens if my child is suspended?

- You will be informed without delay and given written information about the reason and length of the suspension.
- The local authority is notified of every exclusion, regardless of length.
- If your child has a social worker, the social worker will be notified; if your child is looked after, the VSH will also be notified.
- Work will be set and marked for the first five school days where alternative provision is not already available.
- If the suspension lasts more than five school days, suitable full-time education must be arranged from the sixth school day.
- You have legal responsibilities about where your child can be during the first five school days; the school's letter will explain these.
- The school will support your child's return and reintegration.

Can a suspension be extended or changed into a permanent exclusion?

A suspension cannot simply be extended or 'converted' into a permanent exclusion. In exceptional circumstances, where further evidence comes to light, a further suspension or a permanent exclusion may be issued to begin immediately after the existing suspension ends.

What is off-site direction?

Off-site direction is a temporary placement in another education setting to help improve future behaviour. It is not a punishment for something that has already happened. The placement must have clear objectives and be regularly reviewed.

What is a managed move?

A managed move is a voluntary, permanent move to another mainstream school. It must be agreed by the parents, the child where appropriate, the receiving school's admission authority and other relevant parties. You should not be pressured into agreeing to a managed move, and your child cannot be permanently excluded because you refuse one.

What if safeguarding requires children to be separated?

In rare circumstances, a child may temporarily be prevented from attending the school premises for safeguarding reasons. This is not an exclusion. The school will work with the Designated Safeguarding Lead and relevant agencies, and the local authority will arrange education if required.

What are my rights if my child is permanently excluded?

- You can make representations to the Governing Body.
- The Governing Body must consider reinstatement within the statutory timescale.
- You can request an independent review if the Governing Body decides not to reinstate your child.
- You can request a SEN expert as part of an independent review.
- You and your child, taking account of age and understanding, should be supported to have your views heard.

Getting help

The school will provide information about relevant sources of free and impartial advice and support. Parents can also contact Surrey County Council for information about the local exclusion and alternative-provision process.