



Suspensions and Exclusions Policy

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Policy Owner:	Jyoti Pankhania

Table of Changes Made Since Last Version

Paragraph	Summary of Change/s

Glossary of Abbreviations and Acronyms used in this Policy

Abbreviation/Acronym	Meaning

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1. Introduction

- 1.1. This policy outlines Southfield School approach to the use of suspension (formerly fixed-term exclusion) and permanent exclusion. At Southfield, we are committed to creating a positive learning environment where all students feel safe, valued, and supported. However, we recognise that suspension and permanent exclusion are essential behaviour management tools that must sometimes be used to maintain high standards of behaviour and protect the wellbeing and education of all members of our school community.
- 1.2. This policy should be read alongside our Behaviour Policy and is informed by The Southfield Way – our core values of Be Ready, Be Respectful, Be Responsible, and our vision to Be Proud to Be Southfield.
- 1.3. Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Schools should not adopt a 'no exclusion' policy as an end in itself. Such a policy can lead to perverse incentives and, in some cases, present safeguarding issues that expose staff and pupils to unreasonable risks. Instead, the school will work to create an environment where exclusions are not necessary because pupil behaviour does not require them.

2. Aims of This Policy

- 2.1. The purpose of this policy is to:
 - 2.1.1. Provide clear guidance on the circumstances in which suspension and permanent exclusion may be used
 - 2.1.2. Ensure that suspensions and permanent exclusions are used lawfully, reasonably, and fairly
 - 2.1.3. Clarify the roles and responsibilities of the Headteacher, Governing Body, Local Authority, and parents/carers
 - 2.1.4. Set out the procedures for notification, review, and reintegration
 - 2.1.5. Outline support mechanisms for vulnerable pupils, including those with SEND
 - 2.1.6. Ensure compliance with statutory guidance and legislation

3. Legislation, Statutory Requirements and Statutory Guidance

- 3.1. This policy is based on statutory guidance from the Department for Education (DfE). The primary guidance document was updated in July 2026 and replaces the version published in 2024:
 - 3.1.1. Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
 - 3.1.2. Behaviour in schools: advice for headteachers and school staff (2024)



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3.1.3. Keeping Children Safe in Education (statutory safeguarding guidance) (September 2025)

3.1.4. The Education Act 2002, as amended by the Education Act 2011

3.1.5. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

3.1.6. The Education and Inspections Act 2006

3.1.7. The Equality Act 2010

3.1.8. The Children and Families Act 2014

3.1.9. Special Educational Needs and Disability (SEND) Code of Practice

3.1.10. Working together to improve school attendance

3.1.11. The School Attendance (Pupil Registration) (England) Regulations 2024

3.1.12. The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026

3.2. Duties Under the Equality Act 2010

3.2.1. Under the Equality Act 2010, schools must not discriminate against, harass, or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation, pregnancy/maternity, or gender reassignment.

3.2.2. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage. These duties need to be complied with when deciding whether to exclude a pupil.

3.2.3. Schools must ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

3.3. Duties Under the Children and Families Act 2014

3.3.1. The governing body must comply with their statutory duties in relation to pupils with Special Educational Needs (SEN) when administering the exclusion process. This includes using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and having regard to the SEND Code of Practice.

4. Roles and Responsibilities

4.1. The Headteacher. Only the Headteacher (or Acting Headteacher in their absence) has the power to suspend or permanently exclude a pupil from the school. The Headteacher may suspend a pupil for one or more fixed periods, up to a maximum of 45 school days in a single academic year. The Headteacher is responsible for:

4.1.1. Making decisions to suspend or permanently exclude pupils on disciplinary grounds

4.1.2. Ensuring that decisions are lawful, reasonable, fair, and proportionate

4.1.3. Applying the civil standard of proof ('on the balance of probabilities') when establishing facts



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- 4.1.4. Taking into account the pupil's views, considering their age and understanding
- 4.1.5. Considering any contributing factors and the pupil's individual circumstances
- 4.1.6. Notifying parents/carers, the Local Governing Body, the Local Authority, and where relevant, social workers and Virtual School Heads
- 4.1.7. Ensuring work is set and where appropriate marked for pupils during the first five days of any suspension or permanent exclusion
- 4.2. The Local Governing Body (LGB) is responsible for:
 - 4.2.1. Arranging for the consideration of suspensions and permanent exclusions within the statutory timeframes
 - 4.2.2. Convening a Disciplinary Panel within 15 school days where required by law
 - 4.2.3. Considering whether a permanently excluded pupil should be reinstated
 - 4.2.4. Reviewing the Headteacher's decision in light of the principles of administrative law
 - 4.2.5. Ensuring compliance with equality legislation and SEND duties
 - 4.2.6. Monitoring the use and effectiveness of suspension and exclusion
- 4.3. Parents and Carers have the right to:
 - 4.3.1. Be informed without delay of any suspension or permanent exclusion and the reasons for it
 - 4.3.2. Make representations to the Local Governing Body about a suspension or permanent exclusion
 - 4.3.3. Request that a Disciplinary Panel meeting be held via remote access
 - 4.3.4. Attend any Disciplinary Panel meeting and be accompanied by a friend or representative
 - 4.3.5. Request an Independent Review Panel where the LGB upholds a permanent exclusion
 - 4.3.6. Request the appointment of a Special Educational Needs expert to advise an Independent Review Panel
- 4.4. North Northamptonshire Council, as the Local Authority is responsible for:
 - 4.4.1. Being notified of all suspensions and permanent exclusions without delay
 - 4.4.2. Arranging suitable full-time education for permanently excluded pupils from the sixth school day
 - 4.4.3. Arranging Independent Review Panels where requested by parents
 - 4.4.4. Providing support and guidance to schools on exclusion matters

5. Definition and Use of Suspension

5.1. What is a Suspension?

- 5.1.1. A suspension (previously known as a fixed-term exclusion) is the temporary removal of a pupil from the school for disciplinary purposes. During a suspension, the pupil is required to remain at home and is not permitted to be present on the school premises.



5.1.2. A suspension may be for:

5.1.2.1. Part of a school day (e.g., half a day)

5.1.2.2. One or more fixed periods up to a maximum of 45 school days in a single academic year

5.1.2.3. Lunchtime suspensions, where a pupil's behaviour at lunchtime is disruptive and they are suspended from the school premises for the duration of the lunchtime period — these are counted as half a school day for the purposes of determining whether a governing board meeting is triggered

5.1.3. In exceptional cases — usually where further evidence comes to light during the initial suspension — the Headteacher may issue a further suspension or a permanent exclusion, but it must begin immediately after the original suspension ends.

5.2. When May Suspension Be Used?

5.2.1. Suspension is one of the most serious disciplinary sanctions the school can impose and will only be considered in response to:

5.2.1.1. Serious breaches of the school's Behaviour Policy, or

5.2.1.2. Persistent disruptive behaviour where previous interventions have been unsuccessful

5.2.2. The decision to suspend rests with the Headteacher, who will act in accordance with this policy, considering:

5.2.2.1. The circumstances of the case

5.2.2.2. The available evidence

5.2.2.3. The need to balance the interests of the individual student with those of the wider school community

5.2.2.4. Any contributing factors, including the pupil's individual circumstances and SEND

5.3. Examples of Behaviours that May Lead to Suspension

5.3.1. The following examples are not exhaustive but illustrate behaviours that may warrant suspension:

5.3.1.1. Physical assault against a pupil or adult

5.3.1.2. Verbal abuse or threatening behaviour against a pupil or adult

5.3.1.3. Bullying, including cyber-bullying

5.3.1.4. Racist, sexist, homophobic, or transphobic abuse

5.3.1.5. Sexual misconduct or harassment

5.3.1.6. Abuse relating to disability

5.3.1.7. Use, possession, or supply of illegal substances or associated paraphernalia

5.3.1.8. Possession of an offensive weapon or prohibited item

5.3.1.9. Malicious allegations against staff



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- 5.3.1.10. Persistent disruption to the learning of others
- 5.3.1.11. Damage to property
- 5.3.1.12. Theft
- 5.3.1.13. Persistent breaches of the school's behaviour policy where other interventions have failed
- 5.3.1.14. Refusal to attend Isolation

5.4. Behaviour Outside School

5.4.1. A pupil's behaviour outside school can be considered grounds for suspension or permanent exclusion. This includes behaviour:

- 5.4.1.1. On the way to or from school
- 5.4.1.2. On school-organised activities
- 5.4.1.3. At any time that could have repercussions for the orderly running of the school
- 5.4.1.4. That poses a threat to another pupil or member of the public
- 5.4.1.5. That could adversely affect the reputation of the school

6. Permanent Exclusion

6.1. What is Permanent Exclusion?

6.1.1. Permanent exclusion is when a pupil is no longer allowed to attend the school (unless the pupil is reinstated following a review). It is the most serious sanction a school can impose and should only be used as a last resort.

6.2. When May Permanent Exclusion Be Used?

6.2.1. The decision to permanently exclude should only be taken:

- 6.2.1.1. In response to a serious breach or persistent breaches of the school's Behaviour Policy, and
- 6.2.1.2. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

6.3. Examples of Behaviour That May Lead to Permanent Exclusion?

6.3.1. Permanent exclusion will be considered for very serious incidents, including (but not limited to):

- 6.3.1.1. Persistent and severe breaches of the Behaviour Policy
- 6.3.1.2. Persistent bullying
- 6.3.1.3. Serious assault, or threatened assault, on a member of staff
- 6.3.1.4. Serious assault on another student
- 6.3.1.5. Possession, use or supply of illegal substances
- 6.3.1.6. Possession of illegal substance paraphernalia



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6.3.1.7. Sexual abuse or harassment

6.3.1.8. Extortion

6.3.1.9. Serious threats of violence

6.3.1.10. Continual and malicious disruption to the learning of others

6.3.1.11. Bringing weaponry onto the school site

6.4. Factors to Consider Before Permanent Exclusion

6.4.1. Before deciding to permanently exclude a pupil, the Headteacher will:

6.4.1.1. Consider whether all appropriate support and interventions have been exhausted

6.4.1.2. Review the pupil's disciplinary record and the effectiveness of previous interventions

6.4.1.3. Consider any contributing factors, including SEND, mental health needs, safeguarding concerns, or other vulnerabilities

6.4.1.4. Take account of the pupil's views, considering their age and understanding

6.4.1.5. Consult with relevant staff, including the SENCO, Designated Safeguarding Lead, and pastoral team

6.4.1.6. Where applicable, engage with the pupil's social worker, Virtual School Head (for looked-after children), or other relevant professionals

7. Procedures for Suspension and Permanent Exclusion

7.1. Investigation and Decision Making

7.1.1. When investigating an incident that may lead to suspension or permanent exclusion, the Headteacher will:

7.1.1.1. Conduct a thorough investigation, gathering evidence from all parties

7.1.1.2. Take written statements from witnesses where appropriate

7.1.1.3. Give the pupil an opportunity to explain their version of events

7.1.1.4. Apply the civil standard of proof (on the balance of probabilities)

7.1.1.5. Consider all relevant factors, including any mitigating circumstances

7.1.1.6. Take account of the school's duty of care towards the pupil and others

7.2. Providing Work During Suspension or Exclusion

7.2.1. During a suspension or the first five days of a permanent exclusion, the school will:

7.2.1.1. Set work for the pupil to complete at home

7.2.1.2. Mark and provide feedback on work submitted

7.2.1.3. Utilise online platforms such as Google Classroom or Oak National Academy

7.2.1.4. Ensure reasonable adjustments are made for pupils with SEND or disabilities



7.2.2. Any time a pupil is sent home due to disciplinary reasons and asked to access work online must be formally recorded as a suspension.

7.3. Alternative Provision from the Sixth Day

7.3.1. Where a pupil receives consecutive suspensions, these are treated as a cumulative period of suspension. This means that if a pupil has more than five consecutive school days of suspension — whether resulting from one decision or multiple decisions in a row — alternative provision must be arranged from the sixth school day regardless.

7.3.2. For suspensions exceeding five school days, the school must arrange suitable full-time alternative provision from the sixth school day. This provision must:

7.3.2.1. Be full-time (or as close to full-time as is in the pupil's best interests)

7.3.2.2. Enable the pupil to continue with their education

7.3.2.3. Be suitable to the pupil's age, ability, aptitude, and any special educational needs

7.3.3. For permanent exclusions, the Local Authority is responsible for arranging suitable full-time education from the sixth school day.

7.3.4. No alternative provision is required for a pupil in their final year of compulsory education who has no further public examinations to sit.

7.3.5. In the case of a looked-after child or a child with a social worker, the school and the Local Authority should work together to arrange suitable alternative provision from the first day of the suspension or permanent exclusion wherever possible.

7.4. Cancelling a Suspension or Exclusion

7.4.1. The Headteacher may cancel a suspension or permanent exclusion that has already begun, but only before the Local Governing Body has met to consider reinstatement. Where an exclusion is cancelled:

7.4.1.1. The Headteacher must notify parents, the Local Governing Body, the Local Authority, and (where relevant) the social worker and Virtual School Head without delay

7.4.1.2. The notification must provide the reason for cancellation

7.4.1.3. Parents should be offered an opportunity to meet with the Headteacher

7.4.1.4. The pupil must be allowed back to school without delay

7.4.1.5. Any days already spent out of school still count towards the 45-day annual maximum

7.4.1.6. A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year, or if they will have been so by the time the cancellation takes effect.



8. Notification Requirements

8.1. Notifying Parents/Carers

8.1.1. Whenever the Headteacher suspends or permanently excludes a pupil, they must notify the parents (or the excluded pupil if they are 18 years or older) without delay. The notification must include:

- 8.1.1.1. The reason(s) for the suspension or permanent exclusion
- 8.1.1.2. The period of the suspension or the fact that it is a permanent exclusion
- 8.1.1.3. Parents' right to make representations to the Local Governing Body
- 8.1.1.4. Parents' right to request a meeting via remote access
- 8.1.1.5. How representations should be made
- 8.1.1.6. Parents' right to attend a reinstatement meeting (if legally required)
- 8.1.1.7. Parents' right to be represented and to bring a friend to the meeting
- 8.1.1.8. Information about how the pupil can be involved in the process
- 8.1.1.9. Details of where to access free and impartial information and support

8.1.2. Where a pupil is of compulsory school age, the notification must also include:

- 8.1.2.1. The days on which the parent must ensure the pupil is not present in a public place during school hours (the first five school days)
- 8.1.2.2. Details of any alternative provision arranged, including start date, times, address, and who to report to

8.1.3. If a pupil is suspended again following an original suspension, or is subsequently permanently excluded, the Headteacher must notify parents (and where relevant the pupil's social worker, or the Local Authority if the pupil has an EHCP) without delay and must issue a new exclusion notice.

8.2. Notifying the Local Governing Body

8.2.1. The Headteacher must notify the governing board of all suspensions and permanent exclusions, without delay and regardless of length. In practice, this notification is made in the first instance to the Chair of the Local Governing Body on behalf of the governing board. The governing board must formally consider the exclusion in the following circumstances:

- 8.2.1.1. Any permanent exclusion
- 8.2.1.2. Any suspension that brings the pupil's total days excluded in a term to more than 5 but fewer than 16 school days, where parents request a meeting (the board must meet within 50 school days of receiving parents' representations)



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8.2.1.3. Any suspension that brings the pupil's total days excluded in a term to more than 15 school days (the board must meet within 15 school days, regardless of whether parents request it)

8.2.1.4. Any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test

8.2.1.5. The Headteacher must also inform the governing board once per term of any other suspensions of which they have not previously been notified

8.3. Notifying the Local Authority

8.3.1. The Headteacher must notify the Local Authority (North Northamptonshire Council) without delay of all suspensions and permanent exclusions, regardless of length. For permanent exclusions, if the pupil lives in a different local authority area, the pupil's 'home authority' must also be notified.

8.3.2. This requirement applies to all suspensions including those for part of a school day, as reinforced by the School Attendance (Pupil Registration) (England) Regulations 2024.

8.4. Notifying Social Workers and Virtual School Heads

8.4.1. Where a pupil has a social worker, or is looked-after, the Headteacher must notify the social worker and/or Virtual School Head without delay of any suspension or permanent exclusion. The social worker and/or Virtual School Head must also be informed of the date and time of any governing board reinstatement meeting, so that they may attend and share relevant information if they wish to do so.

8.5. Sources of Free and Impartial Information

8.5.1. When notifying parents about a suspension or permanent exclusion, the Headteacher will signpost the following sources of free and impartial information:

8.5.1.1. DfE guidance for parents and carers on behaviour, suspension and permanent exclusion: www.gov.uk/government/publications/school-exclusions-guide-for-parents

8.5.1.2. SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service): www.councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network

8.5.1.3. Coram's Child Law Advice Service: childlawadvice.org.uk or 0300 330 5485

8.5.1.4. IPSEA (Independent Provider of Special Education Advice): www.ipsea.org.uk

9. Governing Body Disciplinary Panel

9.1. When Must the Governing Body Consider Reinstatement?



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9.1.1. The Local Governing Body must consider the reinstatement of a suspended or permanently excluded pupil within 15 school days if:

9.1.1.1. It is a permanent exclusion

9.1.1.2. It is a suspension which brings the pupil's total days of suspension to more than 15 in a term

9.1.1.3. It would result in the pupil missing a public examination or national curriculum test

9.1.2. In addition to the statutory requirements above, Southfield School has established the following school-level measure:

9.1.2.1. Where a pupil accumulates 20 or more school days of suspension in total across the academic year Governors' Disciplinary Panel will be convened within 20 school days, even where the statutory 15-day-in-a-term threshold has not been met. This school-level measurement exists to ensure that no pupil accumulates a significant total of time out of school through repeated short suspensions without formal governor oversight. Parents will be invited to attend and make representations. The purpose of the panel is to review the pattern of suspension, consider whether current strategies are working, identify any additional support required, and assess whether the risk of permanent exclusion needs to be formally addressed.

9.1.3. Where a suspension or permanent exclusion would result in the pupil missing a public examination or national curriculum test, the governing board must take all reasonable steps to meet before the date of the examination. If it is not practicable for sufficient governors to meet in time, the Chair of the governing board may consider the case alone and decide whether or not to reinstate the pupil.

9.1.4. For suspensions totalling more than five but not more than 15 school days in a term, the governing body must consider reinstatement within 50 school days if parents make representations.

9.1.5. For suspensions that do not bring a pupil's total days of suspension to more than five in a term, the governing board must consider any representations made by parents but does not have the power to direct reinstatement and is not required to arrange a meeting with parents for this purpose.

9.1.6. The governing board must make reasonable endeavours to arrange the meeting within the statutory time limits and must try to do so at a time that suits all relevant parties. A decision will not be invalid solely on the grounds that it was not made within these time limits.

9.2. Composition of the Disciplinary Panel



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9.2.1. The Disciplinary Panel will consist of at least three governors who have not been directly involved in the incident. The panel will be chaired by the Chair of Governors or another experienced governor.

9.3. Conducting the Disciplinary Panel Meeting

9.3.1. The following parties must be invited to the meeting and allowed to make representations:

- 9.3.1.1. Parents/carers (and, where requested, a friend or representative)
- 9.3.1.2. The pupil (if they are 18 years or older)
- 9.3.1.3. The Headteacher and any other appropriate school Leader – Deputy Headteacher, SENDCo, Behaviour Lead
- 9.3.1.4. A representative of the Local Authority
- 9.3.1.5. The pupil's social worker (if they have one)
- 9.3.1.6. The Virtual School Head (if the pupil is looked-after)

9.3.2. Social workers and Virtual School Heads must be allowed to join the Disciplinary Panel meeting via remote access, regardless of whether the meeting as a whole is in person or remote. This is permitted provided the governing board is satisfied that: they can participate effectively; they can hear and be heard (and see and be seen if joining by video); and their remote participation will not prevent the meeting from being held fairly and transparently.

9.3.3. In preparing for the meeting, the governing board must not discuss the suspension or permanent exclusion with any party outside of the meeting itself. The governing board should request all written evidence — including witness statements and relevant documents such as the pupil's SEN record and school record — in advance of the meeting and should circulate this to all parties at least five school days before the meeting where possible.

9.3.4. The panel will:

- 9.3.4.1. Consider the interests and circumstances of the excluded pupil
- 9.3.4.2. Consider the interests of other pupils and staff
- 9.3.4.3. Apply the civil standard of proof
- 9.3.4.4. Consider whether the decision to exclude was lawful, reasonable, and procedurally fair
- 9.3.4.5. Take account of the pupil's views, considering their age and understanding

9.4. Decisions of the Disciplinary Panel

9.4.1. Following the meeting, the panel may decide to:

- 9.4.1.1. Uphold the exclusion (decline to reinstate)



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9.4.1.2. Direct reinstatement immediately or on a particular date

9.4.2. The governing board must ensure that clear minutes are taken of the meeting as a record of the evidence considered and the reasoning behind any decision reached. These minutes must be made available to all parties on request. A clerk should be present to assist the governing board. All parties must be asked to withdraw from the meeting before the governing board makes its decision; the clerk may remain to assist with the wording of the decision letter.

9.4.3. The panel must notify all parties in writing without delay of its decision and the reasons for it.

9.4.4. Where a reinstatement meeting would make no practical difference — for example, because the pupil has already returned to school following the expiry of a suspension, or because parents have indicated they do not wish their child to be reinstated — the governing board must still convene a meeting to consider whether the pupil should or would have been officially reinstated. Such meetings should be arranged as soon as possible and ideally before the pupil returns to school.

9.5. Parents' Right to Request an Independent Review Panel

9.5.1. If the governing body upholds a permanent exclusion, parents have the right to request an Independent Review Panel (IRP). The request must be made within 15 school days of receiving written notification of the governing body's decision. Parents also have the right to request that a Special Educational Needs expert be appointed to advise the IRP.

9.6. Public Examinations During Suspension or Permanent Exclusion

9.6.1. There is no automatic right for a suspended or permanently excluded pupil to sit a public examination or national curriculum test on the school's premises. The governing board will consider on a case-by-case basis whether it is appropriate to exercise its discretion to allow the pupil onto the premises for the sole purpose of sitting an examination, or whether an alternative arrangement can be made.

10. Independent Review Panels

10.1. Purpose of an Independent Review

10.1.1. The purpose of an Independent Review Panel is to review the governing body's decision not to reinstate a permanently excluded pupil. The IRP will consider whether the decision was flawed when considered in light of the principles applicable to an application for judicial review.

10.2. Composition and Conduct of the IRP



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10.2.1. The Local Authority (North Northamptonshire Council) is responsible for arranging the IRP. The panel will consist of three or five members representing lay persons, school governors, and headteachers. The panel will be chaired by a lay member who has not worked in a school in a paid capacity.

10.3. Decisions of the IRP

10.3.1. Following the review, the IRP can:

10.3.1.1. Uphold the governing body's decision

10.3.1.2. Recommend that the governing body reconsiders reinstatement

10.3.1.3. Quash the decision and direct the governing body to reconsider reinstatement

10.3.2. If the IRP directs reconsideration, the governing body must reconvene within 10 school days. If the governing body still decides not to reinstate, the school will face a financial adjustment of £4,000. If the governing body offers to reinstate the pupil within the ten-school-day timescale but this offer is declined by parents, no budget adjustment or financial payment will be made.

10.3.3. Where a pupil is reinstated following a direction or recommendation to reconsider, the permanent exclusion does not count towards the rule that permits an admission authority to refuse to admit a child who has been permanently excluded on two or more occasions.

11. Reintegration Following Suspension

11.1. Reintegration Meeting

11.1.1. Following a suspension, a cancelled exclusion, a period of off-site direction, or a period of separation for safeguarding purposes, a reintegration meeting will be held before or on the pupil's first day back at school. It is important to note that a pupil must not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend the reintegration meeting. The meeting will involve:

11.1.1.1. The pupil

11.1.1.2. Parents/carers

11.1.1.3. A member of the Senior Leadership Team, Pastoral Team, Progress Leader or Form Tutor

11.2. Reintegration Strategy

11.2.1. The reintegration strategy will:

11.2.2. Offer the pupil a fresh start

11.2.3. Help the pupil understand the effect of their behaviour on themselves and others



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11.2.4. Clarify expectations in line with The Southfield Way

11.2.5. Foster a renewed sense of belonging

11.2.6. Identify any additional support needed

11.2.7. Be reviewed regularly to monitor progress

11.3. Support Mechanisms

11.3.1. Support mechanisms may include:

11.3.1.1. Daily check-ins with a designated pastoral professional

11.3.1.2. Use of a report card with personalised targets and rewards

11.3.1.3. Academic support to catch up on missed work

11.3.1.4. Planned pastoral interventions

11.3.1.5. Mentoring by a trusted adult or external mentoring service

11.3.1.6. Referrals to external support services where appropriate

11.4. Part-Time Timetables

11.4.1. A part-time timetable must not be used as a means of managing a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should include a time limit by which the pupil is expected to attend full-time education. There must be formal arrangements in place for regularly reviewing any part-time timetable with the pupil and their parents. Where a part-time timetable is agreed, the school has agreed to the pupil being absent for part of the week or day and must grant the appropriate leave of absence under the School Attendance (Pupil Registration) (England) Regulations 2024.

12. Support for Pupils with Special Educational Needs and Disabilities

12.1. Recognising the Impact of SEND on Behaviour

12.1.1. The school recognises that pupils' behaviour may be impacted by Special Educational Needs and Disabilities. When incidents arise that may lead to suspension or permanent exclusion, we will consider them in relation to a pupil's SEND, making decisions on a case-by-case basis.

12.1.2. The school will take its legal duties into account, including:

12.1.2.1. Taking reasonable steps to avoid substantial disadvantage to disabled pupils (Equality Act 2010)

12.1.2.2. Using best endeavours to meet SEND needs (Children and Families Act 2014)

12.1.2.3. Securing provisions in Education, Health and Care Plans (EHCPs)

12.1.2.4. Cooperating with the Local Authority



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12.2. Early Intervention for Pupils with SEND

12.2.1. Where a school has concerns about the behaviour or risk of exclusion of a pupil with SEND, the school will:

12.2.1.1. Engage proactively with parents in supporting the pupil

12.2.1.2. Consider what additional support or alternative placement may be required

12.2.1.3. Work with the Local Authority and other agencies to assess the suitability of current provision

12.2.1.4. For pupils with an EHCP, contact the Local Authority and consider requesting an early annual review

12.2.1.5. For pupils without an EHCP, review current support arrangements and consider requesting an EHC assessment

12.3. Pupils with Unidentified SEND

12.3.1. The SENCo may evaluate pupils exhibiting challenging behaviour to determine whether there are underlying SEND needs. Where appropriate, the school will seek support and advice from specialist teachers, educational psychologists, and medical practitioners.

13. Support for Vulnerable Pupils

13.1. Pupils with a Social Worker

13.1.1. For pupils who have a social worker, the school recognises that education is an important protective factor. Where a pupil with a social worker is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker, the Designated Safeguarding Lead, and the pupil's parents as early as possible, to involve them all in relevant conversations and ensure appropriate support is in place.

13.2. Looked After Children

13.2.1. Where a looked-after child is likely to be suspended or permanently excluded, the Designated Teacher will contact the Local Authority's Virtual School Head (VSH) as soon as possible. The VSH will work with the Designated Teacher and others to consider what additional assessment and support need to be put in place.

13.2.2. All looked-after children have a Personal Education Plan (PEP) which is reviewed termly. Concerns about behaviour and any support provided should be recorded in the PEP.

13.3. Previously Looked After Children



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13.3.1. Where previously looked-after children face the risk of suspension or permanent exclusion, the school will engage with the pupil's parents and the Designated Teacher. The school may also seek advice from the Virtual School Head on strategies to support the pupil.

13.4. Separation of Pupils for Safeguarding Purposes

13.4.1. In certain circumstances the school may temporarily forbid a pupil from attending its premises where an allegation of harm by one pupil against another requires the physical separation of pupils. This is not an exclusion on disciplinary grounds and must not be recorded as one.

13.4.2. Where this occurs, the school will inform parents of the reason, involve the Designated Safeguarding Lead (or deputy), and notify the governing body without delay. This measure will only be used where separation is essential and cannot practicably be achieved whilst keeping one or more pupils on site.

13.4.3. The school will specifically consider its duties under the Human Rights Act 1998 and the Equality Act 2010, and will follow the principles of reasonableness, rationality, and procedural fairness, in line with Keeping Children Safe in Education. The Local Authority must arrange education for the pupil if the school or the pupil's parent does not do so.

14. Off Rolling and Unlawful Exclusions

14.1. Definition of Off-Rolling

14.1.1. Off-rolling is the practice of removing a pupil from the school roll without a formal permanent exclusion or by encouraging parents to remove their child from the school roll. This practice is unlawful and unacceptable.

14.2. Examples of Unlawful Exclusions

14.2.1. The following are examples of unlawful exclusions:

- 14.2.1.1. Sending a pupil home without following formal exclusion procedures
- 14.2.1.2. Sending a pupil home 'to cool off' without formally recording it as a suspension
- 14.2.1.3. Excluding a pupil because of their SEND or disability that the school feels unable to meet
- 14.2.1.4. Excluding a pupil for academic underachievement
- 14.2.1.5. Exercising undue influence over parents to remove their child from the school under threat of permanent exclusion
- 14.2.1.6. Encouraging parents to elect for home education
- 14.2.1.7. Preventing a pupil from attending unless certain conditions are met (e.g., attending a reintegration meeting)
- 14.2.1.8. Placing a pupil on a part-time timetable for behavioural reasons



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14.3. Southfield's Commitment

14.3.1. Southfield School for Girls is committed to ensuring that all suspensions and permanent exclusions are carried out lawfully and in accordance with statutory guidance. The school will not engage in off-rolling practices. Any time a pupil is made to leave or forbidden from attending school on disciplinary grounds, this will be recorded and reported in accordance with this policy.

15. Off-Site Direction and Managed Moves

15.1. Where a temporary move is needed to improve behaviour, off-site direction should be used in the first instance. A managed move may follow where a review of the off-site direction determines that a permanent transfer is in the pupil's best interests.

15.2. Off-Site Direction

15.2.1. Off-site direction is when the school requires a pupil to attend another education setting temporarily to give the student the opportunity to improve their behaviour.

15.2.2. Off-site direction:

- 15.2.2.1. May only be used as a behaviour improvement strategy, not as a punishment or sanction for past misconduct
- 15.2.2.2. Should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate
- 15.2.2.3. Must be for a specified time-limited period, agreed as part of the planning phase
- 15.2.2.4. The governing body must comply with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026 and must have regard to the Arranging Alternative Provision: A Guide for Local Authorities and Schools
- 15.2.2.5. Parents (or pupils aged 18 or over) must be notified in writing no later than two school days before the placement begins. The notice must include:
 - 15.2.2.5.1. The address of the provision
 - 15.2.2.5.2. The name of the person the pupil should report to on first attending
 - 15.2.2.5.3. The number of days for which the requirement is imposed
 - 15.2.2.5.4. The reasons for, and objectives of, the placement
 - 15.2.2.5.5. Where two sessions per day are provided: the details of times and the breaks
 - 15.2.2.5.6. Where a single session per day is provided: the start and end times of that session
- 15.2.2.6. The governing body must hold review meetings at appropriate intervals for as long as the placement remains in effect, inviting parents in writing no later than six school days before each review



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- 15.2.2.7. Parents (or pupils aged 18 or over) may request a review meeting in writing; unless a review has taken place in the previous 10 weeks, the governing body must comply as soon as reasonably practicable
- 15.2.2.8. Must ensure the pupil continues to receive a broad and balanced curriculum
- 15.2.2.9. Whilst attending an off-site direction placement, the pupil must be recorded in the school's attendance register using Code D (Dual Registered — at another educational establishment).

15.3. Managed Moves

- 15.3.1. A managed move is the permanent transfer of a pupil to another mainstream school, typically following a period of off-site direction.

15.3.2. Managed moves:

- 15.3.2.1. Must be voluntary and agreed with all parties involved, including parents and the admission authority of the new school
- 15.3.2.2. Should only occur when it is in the pupil's best interests
- 15.3.2.3. Should be offered as part of a planned intervention
- 15.3.2.4. Should be preceded by information sharing between schools and a risk assessment
- 15.3.2.5. Must not involve any pressure or coercion of parents
- 15.3.2.6. A pupil must not be permanently excluded on the grounds that their parents have refused to agree a managed move. Exclusion for a non-disciplinary reason is unlawful
- 15.3.2.7. As soon as a managed move is being contemplated for a pupil who has a social worker — including those with a Child in Need Plan or Child Protection Plan — the social worker must be notified, along with the Designated Safeguarding Lead and (unless this would give rise to a safeguarding risk) the pupil's parents. Where the pupil is looked-after, the Virtual School Head must also be notified.

15.4. Police Involvement and Parallel Criminal Proceedings

- 15.4.1. The Headteacher is not required to postpone a decision on suspension or permanent exclusion solely because a police investigation is underway or criminal proceedings may be brought. The Headteacher will take a decision based on the evidence available at the time, in line with general safeguarding principles set out in Keeping Children Safe in Education.
- 15.4.2. Where evidence is limited by an ongoing police investigation, the Headteacher will consider any additional steps necessary to ensure the decision is fair. The governing board, where required to consider reinstatement in such circumstances, cannot postpone its meeting and must decide on the evidence available to it at that time.



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15.4.3. The existence of parallel criminal proceedings does not automatically determine whether an Independent Review Panel should be adjourned. The panel will consider relevant factors including the nature of any charge, the availability of witnesses and documents, the likely length of any delay, and the effect on the excluded pupil, parents, any victim, and the school. Where the panel adjourns, the progress of any criminal proceedings will be monitored and the panel will be reconvened at the earliest opportunity.

16. Recording, Monitoring and Review

16.1. Recording Suspensions and Permanent Exclusions

16.1.1. All suspensions and permanent exclusions will be recorded on the pupil's educational record and reported to the Department for Education via the school census. Records will include:

- 16.1.1.1. The pupil's name and year group
- 16.1.1.2. The reason(s) for the suspension or permanent exclusion
- 16.1.1.3. The length of the suspension (or that it is a permanent exclusion)
- 16.1.1.4. Details of work set and alternative provision arranged
- 16.1.1.5. Details of notifications sent
- 16.1.1.6. Details of any Disciplinary Panel or IRP meetings
- 16.1.1.7. Reintegration arrangements

16.1.2. Records and evidence relating to any exclusion must be retained for a minimum of six months, as claims of discrimination under the Equality Act 2010 may be made up to six months after the alleged discrimination occurred.

16.2. Monitoring and Review

16.2.1. The school will collect and analyse data on:

- 16.2.1.1. The number and length of suspensions
- 16.2.1.2. The number of permanent exclusions
- 16.2.1.3. Reasons for suspensions and permanent exclusions
- 16.2.1.4. Characteristics of excluded pupils (including protected characteristics and SEND)
- 16.2.1.5. The effectiveness of reintegration strategies
- 16.2.1.6. Patterns and trends over time

16.2.2. Data will be reviewed termly by the Senior Leadership Team and reported to the Local Governing Body annually. This review will consider whether the policy is being applied fairly and consistently, and whether any groups of pupils are disproportionately affected.



16.2.3. The governing body will also regularly scrutinise data relating to all forms of pupil movement, including pupils removed from the admission register, those on roll but attending education off-site, and any separations for safeguarding purposes. The governing body will challenge school leadership to understand any emerging patterns — particularly where pupils with SEND, looked-after children, or other vulnerable groups appear disproportionately — and will consider the cost implications of directing children to off-site alternative provision.

16.3. Removal From School Register

16.3.1. The school cannot backdate the deletion of a pupil's name from the admission register to the date on which their exclusion began. A permanently excluded pupil's name will only be removed from the school admission register when:

16.3.1.1. 15 school days have passed since parents were notified of the governing body's decision not to reinstate and no application for an IRP has been made, or

16.3.1.2. Parents have stated in writing that they will not be applying for an IRP, or

16.3.1.3. An IRP has been completed, and any directed reconsideration has taken place

16.4. Transfer of Pupil Records Following Permanent Exclusion

16.4.1. Once a permanently excluded pupil's name has been deleted from the school's admission register and the pupil has been registered at a new school, the school must transfer the Common Transfer File (CTF) to the new school within 15 school days of the pupil ceasing to be registered at Southfield.

16.4.2. The Designated Safeguarding Lead must ensure that the pupil's child protection file is transferred to the new school as soon as possible and separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. For in-year transfers, this must be completed within 5 days; for transfers at the start of a new term, within the first 5 days of that term.

17. Training

17.1. The Headteacher and Senior Leadership Team will receive training on:

17.1.1. The legal requirements governing suspensions and permanent exclusions

17.1.2. The principles of administrative law applicable to exclusion decisions

17.1.3. Duties under the Equality Act 2010 and Children and Families Act 2014

17.1.4. Understanding the impact of SEND and mental health on behaviour

17.1.5. Safeguarding duties in relation to exclusion

17.2. Governors involved in Disciplinary Panels will receive training on:

17.3. Their role and responsibilities

17.4. The legal framework for exclusions



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17.5. Procedural fairness and natural justice

17.6. Equality and SEND duties

17.7. How to conduct a fair and effective panel meeting

18. Links to Other Policies

18.1. This Suspensions and Permanent Exclusions Policy should be read in conjunction with the following school policies:

18.1.1. Behaviour Policy

18.1.2. Child Protection and Safeguarding Policy

18.1.3. Anti-Bullying Strategy

18.1.4. SEND Policy

18.1.5. Equality Policy

18.1.6. Reasonable Force and Positive Handling Policy:

18.1.6.1. In line with statutory guidance, the school recognises that staff may, in exceptional circumstances, use reasonable force to prevent a pupil from: committing a criminal offence; injuring themselves or others; causing serious damage to property; or seriously prejudicing the maintenance of good order and discipline. Any use of reasonable force will be proportionate, lawful and in the pupil's best interests, and will be used only as a last resort. All incidents involving reasonable force will be recorded and reviewed in accordance with the school's Physical Restraint Policy and safeguarding procedures.

18.1.6.2. A designated team of key staff receives specialist training in positive handling techniques to manage and de-escalate situations safely and proportionately. The school notes that updated DfE statutory guidance on Use of Reasonable Force and Other Restrictive Interventions is in the process of coming into force, and this policy and the school's Physical Restraint Policy will be updated when that guidance takes effect

18.1.7. Searching, Screening and Confiscation Procedures

18.1.7.1. The school also uses scanning equipment as a proportionate and non-invasive screening measure, including before entry to the Isolation area and, where necessary, before examinations. Where a scan gives cause for concern or is refused, this may result in a formal bag search and may inform disciplinary decisions, including suspension, in line with the school's Behaviour Policy.

18.1.7.2. The school has the power to search pupils and confiscate prohibited items in accordance with statutory guidance. Where items such as weapons, illegal



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substances, stolen property or other prohibited items are found, this may inform disciplinary decisions, including suspension or permanent exclusion. All searches and confiscations will be carried out lawfully, proportionately and with regard to the pupil's dignity, and in line with the school's Searching, Screening and Confiscation procedures and Behaviour Policy.

18.1.8. Attendance Policy

18.1.9. Mobile Phone Policy

19. Policy Review

19.1. This policy will be reviewed annually by the Headteacher and Local Governing Body, or more frequently if required to address:

19.1.1. Changes in legislation or statutory guidance

19.1.2. Findings from monitoring and review of exclusion data

19.1.3. Feedback from stakeholders

19.1.4. Best practice developments