


Compassion Respect Truth Service Forgiveness

# Suspension and Permanent Exclusion Policy

## September 2026

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## 1.Purpose and Aims

Blessed George Napier is a restorative, relational school with Christ at the centre. This policy sets out our approach to suspension and permanent exclusion so that decisions are lawful, consistent and focussed on keeping pupils safe and learning.

We aim to:

- Use suspension and permanent exclusion only as a last resort, after reasonable alternatives (restorative practice, targeted support, managed moves or off-site direction before permanent exclusion) have been considered.
- Apply the exclusions process fairly and consistently, meeting our statutory duties on safeguarding, equality and SEND.
- Ensure governors, staff, parents/carers and pupils understand the process, timescales and rights following a suspension or permanent exclusion.
- Protect the safety, wellbeing and learning of all pupils and staff, and minimise the risk that a pupil becomes NEET.
- Plan and monitor timely reintegration and support after any suspension so pupils return with clear expectations and appropriate help.

Scope

- Applies to fixed-term suspensions and permanent exclusions for pupils in Years 7–13, including behaviour on and off school premises where the pupil is identifiable as a BGN pupil or behaviour affects the school community.

Off-rolling (unlawful removals)

BGN will not remove a pupil from the roll except in line with statutory procedures. We will not engage in off-rolling, which Ofsted defines as removing a pupil without a formal permanent exclusion or encouraging a parent to remove a child for the school's convenience rather than the pupil's best interests.

We will never:

- Informally exclude a pupil (for example sending them home to "cool off") without following the formal exclusion process and recording the event.
- Exclude a pupil because they have SEND or a disability the school feels unable to meet, because of low attainment, or for failing to meet a reinstatement condition such as attending a reintegration meeting.

- Put undue pressure on parents to electively home educate or to remove their child from the school.

## 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England (DfE). (gov.uk)

It is also informed by the following primary legislation and statutory instruments:

- Section 51A, Education Act 2002 (powers and duties relating to exclusion). (legislation.gov.uk)
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (and subsequent amendment regulations). (legislation.gov.uk)
- The Education and Inspections Act 2006 (Part 7 — Discipline, behaviour and exclusion). (legislation.gov.uk)
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 and the 2014 amendment (arranging full-time education from the sixth school day). (commons.wikimedia.org)
- The Equality Act 2010 (ensuring exclusions comply with equality duties). (legislation.gov.uk)
- You may also find the DfE parent guide on exclusions and the GOV.UK exclusions pages helpful as accessible summaries of rights, responsibilities and practical steps. (gov.uk)

## 3. Definitions

This Definitions section explains the key terms used in this Suspension & Permanent Exclusion policy so that staff, parents, governors and other partners have a shared understanding.

- **Suspension** – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- **Internal Suspension**- when a pupil is removed from lessons and kept under the supervision of staff on school site for a period of time.
- **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 (OSD)** – when a governing board of a maintained 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.
- **Exclusions and Reintegration Officer (ERO)**- This is an independent person employed by Oxfordshire County Council who will act as the support for all parties in the process of a permanent exclusion.
- **Headteacher**- The person authorised to make suspension and permanent exclusion decisions
- **Alternative provision (AP)**- Suitable full-time education arranged (normally from the sixth school day following exclusion)
- **Reasonable adjustments** - The school's duty to make adjustments so pupils with disabilities are not put at a substantial disadvantage when exclusion decisions are considered or during any period of exclusion.

For the purposes of suspensions, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

## 4. Behaviour Thresholds

This section sets out the behavioural thresholds we use at Blessed George Napier to ensure responses are consistent, proportionate and firmly rooted in our restorative and relational values.

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| Tier 1- Classroom response (low level / routine) | • Examples: low-level disruption, lateness, incomplete homework, brief rudeness.<br>• Response: teacher-led restorative correction, short classroom sanction or detention, teacher records behaviour and uses classroom strategies to restore learning. Parent communication via Arbor. |
| Tier 2- Department / pastoral intervention (medium / persistent) | • Examples: repeated classroom disruption, moderate defiance, emerging bullying, falling engagement.<br>• Response: referral to year leader/pastoral team, restorative meeting, short internal sanction [internal suspension] or detention, parental communication directly with staff. |
| Tier 3- Senior-leader response / fixed-period suspension (serious or | • Examples: physical aggression causing harm, significant verbal abuse, deliberate damage, possession of prohibited |

| | |
|---|---|
| repeated failures of lower-level measures) | items (non-weapons), persistent harmful behaviour despite interventions.<br>• Response: senior investigation; fixed-period suspension may be used; written notification to parents; work set for first five school days; reintegration meeting and a clear support plan on return; consider AP, afterschool only provision, off-site direction, managed move or multi-agency input. |
| Tier 4- Permanent exclusion | • Examples: single very serious incident (eg serious violence, sexual assault, supplying illegal drugs) or persistent breaches after all alternatives exhausted where remaining in school would seriously harm others.<br>• Response: permanent exclusion only after full investigation and consideration of alternatives; immediate written notification; governing board review and independent review rights explained; LA/virtual school/social worker notified where relevant. |

These are the key principles that are considered and apply across all of the tiers:

- We will apply the civil standard of proof (balance of probabilities) and record evidence, witness statements and mitigation.
- We will always consider SEND, EHCPs, looked-after status and social care involvement; make and record reasonable adjustments.
- We will always be open to alternatives to suspension and exclusion where effective (restorative work, PSP, off-site direction, managed move, AP).
- We will ensure restorative reintegration after any sanction, with measurable short-term targets and follow-up reviews.
- We will keep clear records and monitor patterns; suspensions approaching statutory cumulative thresholds must trigger leadership review.

## 5. Roles and responsibilities

**The headteacher**

***Deciding whether to suspend or permanently exclude:***

Only the headteacher (or acting headteacher) may decide to suspend or permanently exclude a pupil from Blessed George Napier on disciplinary grounds. This decision may

relate to behaviour that occurs on school premises or outside school (including online) where it is reasonable to do so. Permanent exclusion will only be used as a last resort.

A decision to suspend or permanently exclude a pupil will be taken only:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Before reaching a decision the headteacher will:

- gather and consider all relevant facts and evidence and apply the civil standard of proof (on the balance of probabilities);
- consider whether the behaviour was provoked or whether there are any mitigating circumstances;
- allow the pupil to give their account and take their views into consideration, in light of their age and understanding, unless it would be inappropriate to do so; pupils who need support to express their views may be supported by an advocate (for example a parent, carer or social worker);
- consider whether the pupil has special educational needs (SEND) or an EHC plan and whether reasonable adjustments are required; this consideration must be explicit and recorded;
- consider whether the pupil is particularly vulnerable (for example, a child we care for or a pupil with an allocated social worker) and ensure appropriate notifications are made;
- consider whether all alternative strategies have been explored and documented (for example further targeted interventions, afterschool only provision, off-site direction or a managed move where appropriate).

The headteacher must also take account of their duty of care when arranging for a pupil to be sent home.

***Informing parents and the relevant person:***
Where it is appropriate to do so, the headteacher (or another member of staff) will inform parents at the earliest opportunity if a pupil is at risk of suspension, in order to work together to identify contributory factors and further support.

When the headteacher decides to suspend or permanently exclude a pupil they will, without delay:

- notify the parents (or the excluded pupil if aged 18 or over) of the decision, the reason(s) and the period of suspension or the fact that the exclusion is permanent; and
- provide written notification which includes:
    - the reason(s) for the suspension or permanent exclusion;
    - the length of the suspension or, for a permanent exclusion, that the exclusion is permanent;
    - information about parents' right to make representations to the governing board and how the pupil may be involved;
    - how any representations should be made and how to request a meeting via remote access; and
    - where the governing board is required to consider reinstatement, that parents (or the pupil if aged 18 or over) have the right to attend, be represented (at their own expense) and bring a friend.

For pupils of compulsory school age the headteacher must also, without delay and at the latest by the end of the afternoon session on the first day of the suspension or permanent exclusion, notify parents which days the duty applies for keeping the pupil away from public places. Specifically:

- parents are legally required to ensure that the pupil is not present in a public place during school hours for the first five school days of the exclusion (or until the start date of any full-time alternative provision or the end of the suspension, if earlier); and
- failure to comply without reasonable justification may result in a fixed penalty notice or prosecution.

Alternative provision information
If alternative provision (AP) has been arranged the headteacher will, where reasonably possible within the timescale, include in the written notification:

- the start date of any full-time provision arranged;
- the times (start and finish) of any provision, including morning/afternoon session times where relevant;
- the address at which the provision will take place and transport arrangements if known; and
- the name and contact details of the person the pupil should report to on the first day.

If the school cannot reasonably obtain all AP information by the end of the first afternoon, the headteacher will provide the outstanding information without delay and, where possible,

at least 48 hours before the provision begins. The only exception to the 48-hour expectation is where AP is to start before the sixth day of exclusion; in that case the school may provide shorter notice with parental consent.

Education and support during the first five school days
The headteacher will ensure reasonable steps are taken to set and mark work for the first five school days of a suspension or permanent exclusion where the pupil will not be attending alternative provision. Where online work is provided (for example Google Classroom) the school will record this as a suspension and ensure reasonable adjustments are made for pupils with SEND or disabilities.

Notifications to other agencies
Where relevant, the headteacher will also ensure timely notification to:

- the local authority (where required);
- the virtual school for looked-after children;
- the pupil's social worker; and
- any other appropriate external agency involved with the pupil.

Record keeping and transparency
The headteacher will ensure that each exclusion (suspension or permanent) is recorded formally and that records include reasons, evidence considered, alternatives explored, notifications made and follow-up actions. Records will be used to identify patterns of exclusion and to inform review of practice, in line with the school's restorative values and duty to avoid unlawful off-rolling.

***Informing the governing board***

The headteacher will notify the governing board without delay of:

- any permanent exclusion, including where a suspension is followed by a decision to permanently exclude a pupil;
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a single term; and
- any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public examination.

In addition, the headteacher will report to the governing board at least once per term on any other suspensions that have not previously been notified, and will provide details of suspensions and permanent exclusions that have been cancelled, including the circumstances and reasons for the cancellation.

***Informing the local authority and key partners***

The headteacher will notify the pupil's home local authority (LA) without delay of all suspensions and permanent exclusions, regardless of length. Where reasonably available, each notification will include:

- pupil name, year group and URN (where known);
- the reason(s) for the suspension or permanent exclusion;
- the start date and duration of the suspension (or confirmation that the exclusion is permanent);
- whether the exclusion will prevent the pupil from sitting any National Curriculum test or public examination; and
- whether the pupil has an EHC plan, is looked-after, or has an allocated social worker.

If the pupil lives outside the LA in which Blessed George Napier is located, the headteacher will also notify the pupil's home authority of a permanent exclusion and the reasons for it without delay.

Practical note

- Notifications may be made using LA-provided templates or secure electronic systems where available. The headteacher will take care to minimise administrative burden while ensuring the LA has the information it needs to fulfil its duties.

***Informing the pupil's social worker and the virtual school head (VSH)***

- If a pupil with an allocated social worker is at risk of suspension or permanent exclusion, the headteacher will inform the social worker as early as possible to enable joint working and support.
- If a looked-after child (LAC) is at risk of suspension or exclusion, the headteacher will inform the virtual school head (VSH) as early as possible.
- If the headteacher decides to suspend or permanently exclude a pupil who has a social worker or is looked after, they will notify the social worker and/or VSH without delay and provide: the decision made; the reason(s) for the decision; the start date and length of any suspension or confirmation that the exclusion is permanent; and whether the exclusion will affect the pupil's ability to sit national tests or public examinations.

## 6. SEND, Vulnerability and Safeguarding

Blessed George Napier recognises that pupils with SEND, looked-after children and those with an allocated social worker are particularly vulnerable to exclusion. Before any suspension or permanent exclusion, leaders will explicitly consider whether the behaviour

is linked to unmet SEND or other vulnerabilities, whether it is a manifestation of need, and whether reasonable adjustments, further assessment or alternative provision would reduce the risk. Where a pupil has an EHC plan the school will consult the local authority and record all considerations and adjustments in the exclusion chronology.

The school will involve relevant partners at the earliest opportunity. The allocated social worker will be informed as soon as a pupil with a social worker is at risk of exclusion and notified without delay if an exclusion takes place; the Virtual School Head will be informed immediately for looked-after children. Where practicable, multi-agency discussion (LA, SEND services, CAMHS and others as appropriate) will be convened to identify alternatives, support packages or timely AP. Parents/carers will be fully engaged and communications provided in accessible formats where required.

Safeguarding takes priority. The Designated Safeguarding Lead must be consulted before confirming an exclusion if safeguarding concerns exist, and any necessary referrals (for example to social care or early help) will be made without delay. If an exclusion is used, the school will ensure continuity of safeguarding and support during the period out of school and at reintegration (including risk assessment, agreed supervision/transport where needed, a restorative reintegration meeting and follow-up reviews). The school will not use exclusion to manage unmet needs or to remove pupils unlawfully from the roll.

## 7. Pre-exclusion process and alternatives to exclusion

BGN's approach is restorative and relational: exclusion is a last resort. Before any decision to suspend or permanently exclude, staff will exhaust reasonable, recorded alternatives and follow the escalation steps in Section 4 (Behaviour thresholds). All actions will be lawful, proportionate and mindful of the school's duties under SEND and safeguarding guidance.

***Early interventions and partnership working***

Where a pupil's behaviour gives cause for concern, staff will engage parents/carers and any other professionals (for example social worker, VSH, CAMHS, Early Help) as early as possible to identify causes and agree support.

The school will use pupil-centred planning (for example a Pastoral Support Programme with SMART targets) to set clear short-term actions, responsibilities and review dates. Progress will be recorded and reviewed at least fortnightly while the pupil is at risk of exclusion.

***Alternatives the school will consider (examples)***

Restorative practice and facilitated restorative conferences to repair harm and rebuild relationships.

Targeted in-school interventions: mentoring, behaviour coaching, SEMH support, differential curriculum or timetable adjustments (reasonable and time-limited), supervised internal isolation with explicit reintegration steps.

Internal exclusion within school or, where appropriate and agreed, a supervised placement at another local mainstream school for a defined period (with parental consent and host school agreement).

Off-site direction (time-limited placements, e.g. a short trial in an alternative setting) where the governing board and receiving provider follow statutory procedures and it is in the pupil's best interests.

Managed moves (permanent transfer) only with parental consent, written agreement from the admitting school and where this is judged to be in the pupil's best interests.

Alternative provision (AP) placements commissioned to address specific needs, with clear review points and reintegration plans.

Multi-agency meetings (TAC/Team Around the Pupil) to coordinate wrap-around support.

***Operational rules and safeguards***

All alternatives and their outcomes must be recorded in the pupil's behaviour file and exclusion chronology. Records must include interventions tried, evidence of impact, communications with parents and agencies, and reasons why an alternative was or was not suitable.

The headteacher and senior leaders will review cases where suspensions are being considered to ensure alternatives have been properly explored and documented.

The school will not use informal or unofficial off-rolling (for example pressuring parents to remove a pupil) and will follow statutory processes for any managed move, off-site direction or exclusion.

***Commitment to reduce permanent exclusions***

BGN will prioritise early identification, restorative repair and multi-agency input to reduce the need for permanent exclusion. Where permanent exclusion is being contemplated, leaders will ensure exhaustive evidence of alternatives and multi-agency input is available for the headteacher, the governing board and, if necessary, the independent review panel.

## 8. Notification

Notifications and content

- Initial contact should be by telephone or in person where possible, followed by written confirmation (delivered, posted or electronically if parents have agreed).
- Written notifications will state the reason(s), length (or that the exclusion is permanent), parents' right to make representations to the governing board, how representations should be made, and how to request remote access.

- Where alternative provision (AP) is arranged, the notification will include start date, times, address and contact details where reasonably available; outstanding AP details will be supplied without delay and, where possible, at least 48 hours before provision begins (subject to the statutory exception for provision starting before day six).

Cancelling exclusions

- The headteacher may cancel an exclusion before the governing board has met to consider reinstatement. When cancelled, the headteacher will notify parents, the governing board, the LA and, where relevant, the social worker/VSH without delay, explain the reason, offer parents a meeting and readmit the pupil immediately. Days out of school before cancellation count towards the statutory cumulative total.

## 9. Education during suspension/exclusion

During any suspension or permanent exclusion, the headteacher will ensure the pupil continues to receive education. The school will set and mark accessible, achievable work for the first five school days of the exclusion and will make reasonable adjustments for pupils with SEND or disabilities.

Where a suspension (or permanent exclusion) lasts beyond five school days, suitable full-time education must be in place from the sixth school day: the school and governing board will arrange this for suspensions over five days, and the local authority will arrange provision for permanently excluded pupils (or where statutory duties require) via the Exclusions and Reintegration Officer. All arrangements and timescales will be recorded and communicated to parents without delay.

## 10. Return to school following suspension

When a pupil returns from a suspension, they will be expected to attend a readmission (reintegration) meeting with their parent(s)/carer(s) and a school representative (usually a member of senior or pastoral staff). If parents are unable to attend, the pupil will not be prevented from returning to school; the school will put short-term support in place and arrange the meeting at the earliest mutually convenient time.

Purpose of the reintegration meeting

- to reflect on and review the incident(s) that led to the suspension and to explain how the facts were established;
- to consider the impact of the incident on the pupil, other pupils, staff and the wider school community;
- to make clear the school's expectations for future behaviour and conduct; and

- to agree a time-bound reintegration plan setting out next steps and support (for example restorative work, pastoral support, staff briefing, SEND review or referral to external professionals), responsibilities and review dates.

## 11. Governing Board Review

When the Local Governing Body (LGB) or its delegated committee must consider reinstatement, it will do so within the statutory timescales:

- Within 15 school days of receiving notice where the exclusion is permanent; where a suspension would bring the pupil's total days out of school to more than 15 in a term; or where the exclusion would cause the pupil to miss a public examination or national curriculum test.
- Within 50 school days of receiving notice where a pupil has been suspended for more than five but not more than 15 school days in a term, and parents have made representations. If parents do not make representations, the LGB is not required to meet and cannot direct reinstatement.

Where an exclusion would lead to a pupil missing an exam or national test, the LGB will, as far as reasonably practicable, hear the case before the assessment date. Meetings and independent review panels (IRPs) may be held via remote access if requested and if the board is satisfied the meeting can be conducted fairly.

Who may attend and make representations

- Parents (or the pupil if aged 18+) and, where appropriate, the pupil (with parental consent for under-18s). Parties may be accompanied by a friend or representative.
- The headteacher.
- The pupil's social worker (if any).
- The Virtual School Head (VSH) where the pupil is looked-after.

Procedure and decision

- Relevant papers should be circulated in advance where possible (normally at least five school days). The LGB will make reasonable adjustments to enable participation.
- The LGB will apply the civil standard of proof (balance of probabilities). It will consider whether the headteacher's decision was lawful, reasonable and procedurally fair, and will take account of safeguarding, welfare, SEND/EHCP duties and the evidence presented.
- The LGB may either: decline to reinstate the pupil; or direct reinstatement immediately or on a specified date. Even where reinstatement would make no

practical difference (for example the suspension has expired), the LGB must still consider parents' representations if required.

Recording and notification

- Minutes will be taken and the outcome and reasons recorded on the pupil's educational record with copies of relevant papers retained.
- The LGB will notify, in writing and without delay, parents (or the pupil if 18+), the headteacher, the local authority, the pupil's social worker (where relevant) and the pupil's home authority if different.

If the LGB decides not to reinstate a permanently excluded pupil the written notice will also:

- confirm the exclusion is permanent;
- explain parents' right to apply for an Independent Review Panel (IRP) and provide the deadline for applications (15 school days from the date of the LGB's written decision);
- give details of how and where to submit an IRP application and any written evidence;
- explain the right to request an SEN expert and how to indicate this in the application (at no cost to parents);
- explain parents' rights to be represented and to bring a friend; and
- signpost legal routes for discrimination claims under the Equality Act 2010 and the relevant time limits.

This section should be read alongside the school's procedural guidance for governors and the statutory DfE exclusions guidance.

## 12. Considering the reinstatement of a student

The Governor Panel can consider and reinstate a pupil as detailed in Section 11. If a pupil is reinstated, then the following steps will take place:

- Every reinstated pupil will receive a written, time-bound Reintegration Plan agreed at or immediately after the meeting. The plan will include specific short-term targets (SMART), named lead staff, agreed reasonable adjustments (eg timetable changes, curriculum adjustments), pastoral/SEMH support, any referrals (CAMHS, EP), and clear success criteria and review dates (normally 2 and 6 weeks).
- The plan must reflect restorative practice: a restorative meeting or conference (where safe and appropriate) to repair harm and re-establish relationships will take place within five school days of return.

## 13. Independent review

This section explains parents' statutory right to request an Independent Review Panel to review the governing board's decision not to reinstate a permanently excluded pupil, the composition and disqualification rules for panels, and the panel's remit, powers and notification requirements under the statutory exclusions' guidance.

Right to request an IRP

- Parents (or the pupil if aged 18+) may apply for an independent review panel (IRP) of the governing board's decision not to reinstate a permanently excluded pupil.
- Applications must be made within 15 school days of the date on which the LGB's written decision is given to parents, or (in certain discrimination claims) within 15 school days of the final determination of that claim.

Panel composition and disqualification

- The trust/LA will convene a panel of either three or five members drawn from the following categories: a lay chair (no recent paid school employment), current or recent school governors and current or recent headteachers.
- In a five-member panel two members must come from the governor category and two from the headteacher category.
- A person may not serve if they have a conflict of interest (for example a governing-board/academy-trust director, the excluding headteacher, certain employees, or any connection likely to call impartiality into question), or if they have not received the required training within the previous two years.

Panel powers, evidence and process

- The panel reviews the governing board's decision and must have regard to the interests of the excluded pupil and of the school community. It applies the civil standard of proof (balance of probabilities).
- The pupil (or their parents) will be advised of their right to attend and to make representations; reasonable adjustments will be made for participation.
- The panel may hear new evidence but the school may not introduce new reasons for the exclusion or for not reinstating; the panel must disregard any new reasons. The panel should generally consider only the evidence that was before the governing board, except where it is unreasonable to expect the board to have known of certain evidence at the time.

Special advisers and representatives

- Where appointed, an SEN expert's view on the relevance of SEN to the exclusion must be sought and considered.
- The panel must also have regard to representations from a social worker or the Virtual School Head (VSH) where they attend.

Possible outcomes and follow-up

- After review the panel may: uphold the governing board's decision; recommend the governing board reconsiders reinstatement; or quash the decision and direct the governing board to reconsider (the latter where the panel finds the board's decision was flawed).
- The panel's decision is by majority; the chair has a casting vote in the event of a tie.
- If the panel directs reconsideration and the governing board does not reinstate the pupil within ten school days, the panel may order a financial readjustment (statutory guidance sets this amount and conditions).

Notification

- The panel will notify all parties in writing without delay, giving its decision, reasons and any directions to the governing board (including anything to place on the pupil's educational record).

Record keeping and availability of guidance

- The trust/LA will ensure panel members and clerks have received appropriate training (see policy appendix) and keep records of the IRP process in line with statutory timelines. Further procedural detail is available in the DfE statutory guidance on suspensions and permanent exclusions.

## 14. School registers

Removal from the school admission register
A pupil's name will be removed from Blessed George Napier's admission register only in line with the School Attendance (Pupil Registration) (England) Regulations and the DfE guidance. In particular, the school will remove a pupil's name when one of the following applies:

- 15 school days have passed since the parents were notified in writing of the governing board's decision not to reinstate the pupil and no application for an independent review panel (IRP) has been received; or
- the parents have informed the school in writing that they will not be applying for an IRP.

If an application for an IRP is made within the 15-school-day period, the school will retain the pupil's name on the register until the IRP process has concluded.

Attendance coding while a name remains on the register

- Where the pupil attends alternative provision arranged by the school or LA, the school will record attendance using the appropriate code for education off-site (for example code B) or dual registration (for example code D).
- Where excluded pupils are not attending alternative provision, the school will record them as absent (code E) in line with DfE guidance.

Return to the local authority (LA) when removing a name
When a pupil's name is removed from the register because of a permanent exclusion, the school will notify the home local authority without delay and provide the information required by the regulations. This return will include, where known: the pupil's full name; the full name and address of any parent with whom the pupil normally resides; at least one emergency contact telephone number for a parent; the grounds for deletion (permanent exclusion); and details of any new school the pupil will attend (name and start date) if the parents have notified the school of this move.

Record keeping and transparency
All decisions and communications relating to removals from the register will be recorded in the exclusion chronology and retained in the pupil's file for audit and reporting purposes.

## 15. Monitoring and Reporting arrangements

This section sets out how Blessed George Napier will collect, review and report exclusion and related behaviour data so governors, leaders and partners can hold the school to account, identify patterns (including disproportionate impact on pupils with SEND, LAC or social-care involvement), and ensure statutory notification, transparency and timely corrective action.

**Oversight:** Suspensions and permanent exclusions are a standing item at Local Governing Body meetings. The headteacher (or nominated senior leader) will present anonymised data each term and at additional meetings if requested by governors.

**Data presented**: reports will include number of suspensions and permanent exclusions, reasons, length, repeat exclusions, pupil characteristics (including SEND, LAC and social-worker status), cancellations, use of off-site direction/managed moves and outcomes of alternative provision. Where numbers are small the report will combine categories to preserve confidentiality.

**Scrutiny and action**: governors will scrutinise trends and challenge leaders on consistency of policy application, preventative interventions and any disproportionate patterns.

Governors will request follow-up where patterns suggest policy or practice changes are needed and will check that statutory notifications and record-keeping are up to date.

**Policy and training**: the governing body will review and ratify the suspension & exclusion policy annually (or sooner if statutory guidance changes) and will identify any governor training needs (for example SEND, equality duties, behaviour law) required to discharge oversight effectively.

**Operational record keeping**: the school will maintain an exclusion chronology recording every exclusion decision, notifications made (parents, LA, social worker, VSH), reintegration plans and follow-up reviews. This chronology will be available to governors and the LA on request.

## 16. Complaints

All concerns and complaints about the application of this Suspension & Permanent Exclusion policy should be raised under Blessed George Napier's formal Complaints Policy. Parents, pupils or staff who have a concern should follow the steps set out in that policy (informal resolution in the first instance, then formal complaint if unresolved). The Complaints Policy sets out timescales, how to submit a complaint, who will investigate and how outcomes are communicated.

Please note:

- Statutory review and appeal rights are separate from the school's Complaints Policy. Where parents wish to challenge a governing board decision not to reinstate a permanently excluded pupil they should apply for an Independent Review Panel (IRP) within the statutory deadline — this is not a complaint under the school's process.
- Complaints about the behaviour decision-making process will not delay statutory deadlines for governing board reviews or IRP applications; parents should ensure they meet the timescales set out in the exclusion notification letters.
- Where a complaint raises safeguarding concerns these will be handled immediately under the school's Safeguarding and Child Protection procedures rather than through the standard complaints route.

## 17. Links with other policies

This should be read in conjunction with the Behaviour and Inclusion Policy/ Safeguarding Policy/ Anti-bullying policy/ Positive Handling Policy/ SEND Policy/ Admissions Policy/

## Appendix 1: independent review panel training

Training for independent review panel members and clerks

The trust must ensure that every member of an independent review panel and the panel clerk have received appropriate training within the two years immediately preceding the date of the review. Training should cover, as a minimum:

- the primary legislation, regulations and the DfE statutory guidance on suspensions and permanent exclusions, including how principles from judicial-review case law may be relevant to the panel's decision-making;
- procedural fairness and the rules of natural justice and how these should be applied in review hearings;
- the roles and responsibilities of the chair and the clerk during the review;
- the duties of headteachers, governing boards and the panel under the Equality Act 2010 (including reasonable adjustments); and
- the effect of section 6 of the Human Rights Act 1998 and the panel's duty to act compatibly with protected human rights.

The trust should keep a record of training completed (dates, content and attendees) and make this available to parties on request. Where a panel member or clerk has not received the required training within the two-year period, the trust should ensure they are briefed and trained before the review proceeds

## References:


- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England — Department for Education. (gov.uk)
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (legislation.gov.uk). (legislation.gov.uk)
- Education Act 2002 (section 51A) (legislation.gov.uk). (legislation.gov.uk)
- Education and Inspections Act 2006 (Part 7) (legislation.gov.uk). (legislation.gov.uk)
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 and 2014 amendment (legislation.gov.uk). (commons.wikimedia.org)
- Equality Act 2010 (legislation.gov.uk). (legislation.gov.uk)