NICHOLAS CHAMBERLAINE SCHOOL

Suspension and Permanent Exclusion Policy

Date: April 2026
Review Due: April 2027

Reviewed Annually

1. Aims

We are committed to following all statutory suspension and permanent exclusion procedures to ensure that every child receives an education in a safe, inclusive and caring environment.

Our school aims to:

- Ensure that the suspension and permanent exclusion process is applied fairly and consistently
- Help governors, staff, parents and students understand the suspension and permanent exclusion process
- Ensure students in school are safe and happy
- Prevent students from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully
- Embed a 'support first' approach so that suspension and permanent exclusion are used only as a last resort

A note on off-rolling

Our school is aware that off-rolling is unlawful. We will not suspend or permanently exclude students unlawfully by directing them off-site, or by not allowing students to attend school, including (but not limited to):

- Without following the statutory procedure or formally recording the event (e.g. sending them home to 'cool off')
- By providing work remotely and recording it as education off-site (remote learning must not be coded as off-site education)
- Because they have SEND or a disability that the school feels unable to support
- Due to poor academic performance
- Because they have not met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage removal from roll

2. Legislation and statutory guidance

This policy is based on statutory guidance and legislation applicable from April 2026. It reflects the school's duties relating to suspension, permanent exclusion, off-site direction and the recording/reporting of restrictive interventions.

This policy is based on the following legislation and statutory guidance:

- Section 51A of the Education Act 2002 (as amended) (power to suspend or permanently exclude)
- School Discipline (student Exclusions and Reviews) (England) Regulations 2012
- Education and Inspections Act 2006 (including duties relevant to restrictive interventions)
- Children's Wellbeing and Schools Act 2026 (including express powers relating to off-site direction)
- School Attendance (student Registration) (England) Regulations 2024 (attendance register requirements and codes)

- Education (Provision of Full-Time Education for Excluded students) (England) Regulations 2007 (as amended)
- Equality Act 2010
- Children and Families Act 2014
- The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.
- DfE Statutory Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).

This policy complies with the school's funding agreement and articles of association. References to 'academy freedoms' are not used; the policy reflects statutory parity with maintained schools.

3. Definitions

Suspension – when a student is removed from the school for a fixed period (previously 'fixed-term exclusion').

Permanent exclusion – when a student is removed from the school permanently and taken off the school roll.

Internal suspension – a supervised, structured, time-limited disciplinary sanction delivered on site with student meaningful learning and reflection, designed to support reintegration.

Off-site direction – when a student is required to attend another education setting temporarily to improve behaviour. This is not an exclusion and must be reviewed at agreed intervals.

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

Managed move – a voluntary and permanent transfer from one school roll to another. Managed moves must be permanent from the outset. Trial managed moves or trial admissions are not permitted.

Seclusion – keeping a student confined to a place away from others and preventing them from leaving. Seclusion is a safety measure only, never a disciplinary sanction, and must be recorded and reported.

Safeguarding Separation – a protective, non-disciplinary measure where a student is temporarily prevented from attending school because an allegation of harm requires separation from others. This is not an exclusion and must not be treated as a disciplinary sanction.

4. Roles and responsibilities

4.1 The Head

Deciding whether to suspend or permanently exclude

Only the Headteacher, or Acting Headteacher, can suspend or permanently exclude a student on disciplinary grounds. The decision may relate to behaviour inside or outside of school. Permanent exclusion will only be used as a last resort.

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

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the student to remain in school would seriously harm the education or welfare of others
- Before deciding whether to suspend or permanently exclude, the Headteacher will:
- Consider all relevant facts and evidence on the balance of probabilities, including whether the incident(s) were provoked
- Allow the student to give their version of events
- Consider whether the student has SEND and/or a disability and whether reasonable adjustments have been made
- Consider whether the student is especially vulnerable (e.g. has a social worker, is looked after, or is in kinship care
- Consider whether all alternative solutions have been explored, including internal suspension, off-site direction or managed moves (where appropriate
- Consider the views of the student in light of their age and understanding, and explain how these views were taken into account (where appropriate)
- Enable students who need support to express their views through an advocate (e.g. parent, social worker, mentor)

Internal suspension as a formal in-school sanction

For non-violent or lower-risk behaviours, the school will consider internal suspension as a primary alternative to external suspension. Internal suspension will be supervised, structured and include curriculum-aligned work so students do not fall behind. Mobile phone access will not be permitted during internal suspension.

Informing parents

If a student is at risk of suspension or permanent exclusion, the Headteacher will inform parents as early as possible to work together to understand contributory factors and to identify further support.

If the Headteacher decides to suspend or permanently exclude a student, parents will be informed of the period and the reason(s) without delay.

- Parents will also be provided with the following information in writing, without delay:
- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the right to make representations to the governing board and how the student may be involved
- How representations should be made
- Where there is a legal requirement for the governing board to meet, the right to attend, be represented (at own expense) and bring a friend

Parents will also be notified without delay and by the end of the afternoon session on the first day that:

- For the first 5 school days of an exclusion (or until alternative provision starts or the suspension ends, if earlier), parents are legally required to ensure their child is not present in a public place during school hours without good reason.
- Parents may receive a fixed penalty notice or be prosecuted if they fail to do this.

Providing education during the first 5 days

During the first 5 school days of a suspension (or permanent exclusion while the student remains on roll), where alternative provision is not in place, the school will take reasonable steps to set achievable and accessible work. This work may be provided via paper-based materials and/or online platforms as a learning resource; however, remote learning must not be recorded as off-site education and does not change attendance coding requirements.

Where a student is looked after, has a social worker, or is in kinship care, the school will work with the local authority to support timely education arrangements and safeguarding oversight.

Sixth day provision (education from day 6)

From the sixth school day of a suspension or permanent exclusion, students are entitled to **suitable full-time education**.

Suspensions

Where a suspension lasts **more than 5 school days**, the school will arrange suitable full-time education to begin **no later than the sixth school day** of the suspension.

This provision may include:

- On-site supervised provision
- Approved alternative provision
- Off-site direction (where lawful and appropriate)

Any provision arranged will:

- Be full-time, unless medical or exceptional circumstances apply
- Be appropriate to the student's age, ability, aptitude and any SEND
- Be reviewed regularly and time-limited where appropriate

Parents will be informed in writing of:

- The nature of the provision
- The start date and expected duration
- Transport arrangements, where applicable

Attendance will be recorded using the appropriate statutory attendance codes.

Permanent exclusions

For permanent exclusions, responsibility for arranging suitable full-time education from the sixth school day rests with the **local authority**.

The school will:

- Notify the local authority of the permanent exclusion without delay
- Share relevant information to support timely and appropriate placement
- Work with the local authority, parents, and relevant professionals to support safeguarding and continuity of education

While the student remains on roll pending the outcome of any review or appeal, attendance will be recorded in line with statutory guidance.

Vulnerable students

Where a student is:

- Looked after
- Has a social worker
- In kinship care
- Has significant SEND or health needs

The school will work closely with the local authority, Virtual School Head, and other agencies to ensure that sixth day provision is timely, appropriate and safeguards the student's welfare.

Looked After Children (LAC)

Where a Looked After Child is at risk of suspension or permanent exclusion, the Designated Teacher will consider how Pupil Premium Plus funding is being used to support the student and whether additional interventions can be implemented.

The Designated Teacher will also consider whether an interim Personal Education Plan (PEP) review should be convened with the Virtual School Head and the student's social worker to identify further support, interventions and alternative strategies to reduce the risk of suspension or permanent exclusion.

Informing the governing board

The Head will, without delay, notify the governing board of:

- Any permanent exclusion (including where a suspension is followed by a decision to permanently exclude)
- Any suspension or permanent exclusion resulting in a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion resulting in a student missing a public exam or National Curriculum test

The Head will notify the governing board once per term of any other suspensions and the number of cancellations, including circumstances and reasons.

Informing the local authority

The Head will notify the local authority of all suspensions and permanent exclusions without delay, regardless of length. For permanent exclusions, where the student lives outside the local authority area of the school, the student's home authority will also be informed without delay.

Informing the student's social worker and/or Virtual School Head

If a student with a social worker, a looked-after child, or a student in kinship care is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker and/or Virtual School Head as early as possible. If a decision is made to suspend or permanently exclude, the social worker and/or Virtual School Head will be informed without delay and invited to relevant meetings.

Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun only where it has not yet been reviewed by the governing board. Where a cancellation occurs, parents, the governing board and the local authority will be notified without delay (and where relevant, the social worker and/or Virtual School Head). Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation and the student will be allowed back in school.

Safeguarding Separation

Safeguarding separation is a protective, non-disciplinary measure that may be used where a serious safeguarding concern requires a student to be physically separated from other pupils.

The decision to implement a safeguarding separation will be made on a case-by-case basis by the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) and will be supported by an appropriate written risk assessment.

Safeguarding separation is not a disciplinary sanction and will not be used as an alternative to suspension or as a means of managing behaviour whilst an investigation takes place.

Where safeguarding separation is required, the school will work with the Local Authority and other relevant agencies to ensure that suitable alternative educational provision is arranged as quickly as possible.

Parents/carers will be informed of the reasons for the safeguarding separation without delay. The Governing Board will also be notified.

A personalised reintegration plan will be developed for all students subject to safeguarding separation to support a successful return to mainstream school life.

The Governing Board will receive regular information regarding the use of safeguarding separations and will review these arrangements to ensure they remain appropriate, proportionate and effective.

4.2 Restrictive interventions and seclusion (effective 1 April 2026)

From 1 April 2026, the school must record and report significant incidents involving restrictive interventions, including reasonable force and seclusion. Parents will be informed as soon as practicable (aiming for the same day). Recording requirements are set out in Appendix 1.

'No contact' approaches are not permitted where they prevent staff from taking necessary action to keep students safe. The school will support staff to use appropriate physical contact lawfully and proportionately, including for first aid, safeguarding and preventing harm.

4.3 The Governing Body

The governing board has a duty to consider parents' representations about suspension or permanent exclusion and, in certain cases, a duty to consider reinstatement (see section 5).

The governing board will provide strategic challenge and oversight, including scrutiny of patterns, repeat suspensions, use of internal suspension, off-site direction, and restrictive intervention data (including disproportionality for SEND and vulnerable cohorts).

The Governing Board will routinely review information relating to suspensions, permanent exclusions, managed moves, off-site directions and safeguarding separations.

As part of this oversight, governors will consider patterns, trends and any potential disproportionality in relation to vulnerable groups, including pupils with SEND, pupils with EHCPs, disadvantaged pupils, Looked After Children and other groups who may be at greater risk of exclusion.

The Governing Board will provide appropriate challenge and support to school leaders to ensure that all pupil movement and exclusion processes are lawful, proportionate and in the best interests of students.

4.4 The Local Authority

For permanent exclusions, the local authority will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion. For students who are looked after, have social workers, or are in kinship care, the local authority and the school will work together to support timely education and safeguarding arrangements.

5. Considering the reinstatement of a student

The governing board will notify relevant stakeholders of its decision and reasons without delay. Where a permanent exclusion is upheld, the notice will include the right to apply for an Independent Review Panel within 15 school days, and the right to request an SEN expert.

Parents/carers may request that reinstatement or review meetings are held remotely. Such requests will be considered on a case-by-case basis. The Governing Board reserves the right to refuse a request for a remote meeting where it is considered that doing so would prevent full participation or compromise the fairness, transparency or effectiveness of the process.

Parents/carers may be accompanied by representatives or supporters at reinstatement meetings, subject to reasonable limits on numbers.

Where appropriate, a student's social worker may attend meetings to support the student's participation and ensure their views are represented.

6. Independent review

If parents apply for an independent review within the legal timeframe, the academy trust will arrange an Independent Review Panel (IRP) to review the governing board's decision not to reinstate a permanently excluded student.

Applications must be made within 15 school days of written notice of the governing board's decision. Parents have a right to require the appointment of an SEN expert to advise the panel, regardless of whether the student has recognised SEN.

The IRP may:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct reconsideration where the decision is flawed

The panel will notify all parties in writing without delay and will include any information required to be placed on the student's educational record, and (where relevant) details of any financial readjustment following a quashed decision.

7. School registers

A student's name will be removed from the admission register for permanent exclusion only when:

- 15 school days have passed since parents were notified of the governing board's decision not to reinstate and no IRP application has been made; or
- Parents confirm in writing that they will not apply for an IRP; or
- Where an IRP application is made, once the IRP process has concluded.

While the student remains on roll, attendance will be recorded appropriately using the statutory attendance codes.

Mandatory coding expectations include:

- E – Suspended or permanently excluded (used where the student is not in approved education on site or off site)
- D – Dual registration (where the student is attending another school as part of agreed arrangements)
- B – Educated off-site (approved off-site education; not remote learning)
- K – Local authority arranged provision (where applicable)
- C2 – Temporary part-time timetable (not for behaviour management; must be time-limited)

Remote learning or work set at home does not constitute 'educated off-site' and must not be recorded using code B.

Making a return to the local authority

Where a student's name is to be removed from the admission register because of permanent exclusion, the school will make a return to the local authority no later than the removal. The return will include the student's details, emergency contact information, the grounds for removal, and any known destination school/address information.

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension, the school will put in place a reintegration strategy to support a successful return to school life and full-time education. Where necessary, the school will work with relevant services to identify unmet SEND and/or health needs.

Measures may include:

- Maintaining regular contact during any off-site direction and welcoming the student back to school
- Reviews with the student and parents/carers to praise progress and address issues early
- Informing staff of relevant support and strategies
- Considering whether unmet needs contributed to behaviour and adjusting support accordingly

Part-time timetables will not be used as a tool to manage behaviour. If used for exceptional reasons, they will be time-limited, regularly reviewed and documented.

8.2 Reintegration meetings

The school will explain the reintegration strategy in a reintegration meeting before or on the student's return. The meeting can proceed without parents if they cannot attend. Students will not be prevented from returning to lessons due to parental non-attendance.

9. Off-Site Direction and Managed Moves

9.1 Gathering Student Views

Before deciding upon an off-site direction or managed move, the Headteacher will ensure that the student is supported to share their views, taking account of their age, understanding and any additional needs. The student's views will be recorded and both the student and parents/carers will be informed how those views were considered as part of the final decision-making process.

9.2 When an Off-Site Direction is used

Where an off-site direction is used, the school will comply with all statutory requirements.

Parents/carers will be provided with written notice no fewer than two school days before the placement begins. This notice will include the address of the placement, the name of the contact person, the reasons for the placement, the behavioural objectives, the expected duration of the placement and the expected session times. Where a student has an Education, Health and Care Plan (EHCP), the Local Authority will also be notified.

Off-site placements will be reviewed regularly to ensure they remain appropriate and effective. Parents/carers will be invited to review meetings in writing in accordance with statutory timescales and outcomes of reviews will be communicated in writing.

Any off-site direction arrangements that remain in place when new statutory requirements come into force will be reviewed and brought into line with the updated regulations as soon as reasonably practicable.

9.3 Managed Moves and Social Workers

Where a managed move is being considered for a student who has an allocated social worker, the social worker will be informed at the earliest opportunity and before any final decisions or arrangements are agreed.

10. Links with other policies

This policy is linked to our:

- Behaviour policy
- SEND policy and information report
- Safeguarding / child protection policy

Appendix 1 - Restrictive intervention and seclusion recording requirements (from 1 April 2026)

For each significant incident involving restrictive intervention (including seclusion), a written record must include:

- Student name; staff names involved
- Date, time, location and approximate duration
- Relevant student needs (including SEND/disability information)
- A brief account explaining why the intervention was necessary
- Details of any injuries to students or staff
- Post-incident support provided (including medical or psychological support where relevant)

Parents will be informed as soon as practicable, aiming for the same day, and will be provided with the information in writing where required.