St John Henry Newman Catholic Primary School

Suspensions & Exclusions Policy

Approved: September 2026

Next Review Date: September 2027

1. Policy Statement

At St John Henry Newman Catholic Primary School, we believe that every child is made in the image and likeness of God and has the right to an education within a safe, respectful and inclusive school community. Our Catholic mission, **Inspiring Lives**, underpins our approach to behaviour, discipline and relationships. We seek to ensure that pupils are supported to understand the impact of their actions, repair relationships and make positive choices.

Good behaviour and positive relationships are essential to enabling all pupils to learn and flourish. The school uses a range of strategies, interventions and sanctions to promote high standards of behaviour. Suspension or permanent exclusion may be necessary where there has been a serious breach, or persistent breaches, of the school's Behaviour Policy, or where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Suspension and permanent exclusion are serious decisions. They will be used lawfully, fairly, proportionately and consistently, and in accordance with statutory guidance.

Permanent exclusion will only be used as a **last resort**.

The school will seek to identify and address underlying causes of behaviour wherever possible and will consider whether additional support, intervention or reasonable adjustments may reduce the likelihood of suspension or permanent exclusion.

2. Purpose

The purpose of this policy is to:

- explain the circumstances in which suspension or permanent exclusion may be considered;
- set out the responsibilities of the Headteacher, Governing Body and Local Authority;
- ensure decisions are lawful, reasonable, fair and proportionate;
- ensure the interests and welfare of the pupil and the wider school community are considered;
- ensure that pupils with SEND and other potentially vulnerable pupils receive appropriate consideration and support;
- ensure parents and pupils understand their rights and responsibilities;
- ensure pupils continue to receive appropriate education during a suspension or following permanent exclusion;
- provide clear procedures for governing body consideration of suspension and permanent exclusion decisions; and
- ensure the school complies with current statutory guidance.

3. Scope

This policy applies to all pupils attending St John Henry Newman Catholic Primary School.

It should be read alongside:

- Behaviour Policy;
- Child Protection and Safeguarding Policy;
- SEND Policy;
- Anti-Bullying Policy;
- Attendance Policy;
- Equality Policy;
- Restrictive Interventions and Reasonable Force Policy;
- Complaints Policy;
- Educational Visits Policy; and
- any relevant individual behaviour, pastoral or support plans.

4. Legal and Statutory Framework

This policy has regard to relevant legislation and statutory guidance, including:

- Education Act 1996;
- Education Act 2002;

- Education and Inspections Act 2006;
- Equality Act 2010;
- Children and Families Act 2014;
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007;
- School Attendance (Pupil Registration) (England) Regulations 2024;
- Education (Educational Provision for Improving Behaviour) (England) Regulations 2026;
- Human Rights Act 1998;
- European Convention on Human Rights;
- SEND Code of Practice: 0 to 25 years; and
- Department for Education **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement**, July 2026.

The current DfE statutory guidance came into effect on **26 July 2026** and applies to maintained schools, including voluntary-aided schools such as St John Henry Newman Catholic Primary School.

5. Definitions

5.1 Suspension

A suspension is the temporary removal of a pupil from school for disciplinary reasons.

A pupil may be suspended for one or more fixed periods, subject to the statutory maximum of **45 school days in any one academic year**.

A suspension may be for part of a school day, where permitted by the statutory arrangements. Lunchtime suspensions count as half a school day.

5.2 Permanent exclusion

Permanent exclusion means that the pupil is no longer permitted to attend St John Henry Newman Catholic Primary School.

Permanent exclusion is a serious decision and will only be considered where the Headteacher concludes that the pupil's continued attendance would seriously harm the education or welfare of the pupil or others in the school.

5.3 Pupil movement

The school recognises that suspension and permanent exclusion form part of a wider range of interventions that may include:

- targeted behaviour support;
- pastoral intervention;
- SEND support;
- alternative provision;
- off-site direction;
- managed moves; and
- safeguarding-related separation arrangements.

These measures must not be used as a means of avoiding the proper suspension or permanent exclusion process.

6. Principles

When considering suspension or permanent exclusion, the school will:

1. act consistently with the law and statutory guidance;
2. act fairly and proportionately;
3. consider the individual circumstances of the pupil;
4. consider the impact of the pupil's behaviour on others;
5. consider the pupil's age and understanding;
6. consider any relevant SEND or disability;
7. consider whether reasonable adjustments are required;
8. consider relevant safeguarding information;
9. consider whether the pupil has experienced bullying, trauma, bereavement or other significant

circumstances;
10. consider whether the pupil has received previous suspensions;
11. consider whether existing support and intervention have been effective;
12. consider whether further support could reasonably be provided;
13. consider the interests of other pupils and staff; and
14. ensure that the decision is based on the evidence available at the time.

The school will not operate a blanket **"no exclusion"** approach. The DfE recognises that suspension and permanent exclusion can be necessary to maintain a safe school environment. Permanent exclusion should, however, remain a last resort.

7. Grounds for Suspension or Permanent Exclusion

A suspension or permanent exclusion may be considered where there has been a serious breach, or persistent breaches, of the school's Behaviour Policy.

Examples may include:

- serious physical assault;
- serious or repeated violence towards pupils or adults;
- serious verbal abuse or threatening behaviour;
- serious bullying;
- discriminatory abuse, including racist, homophobic or other protected-characteristic-related abuse;
- possession or use of a weapon or prohibited item;
- serious damage to school property;
- serious or persistent behaviour that places pupils, staff or visitors at risk;
- serious sexual violence or sexual harassment;
- serious misuse of technology or online behaviour;
- possession, use or supply of prohibited substances;
- behaviour which seriously undermines the safety or welfare of the school community; or
- persistent and serious breaches of the Behaviour Policy despite appropriate intervention and support.

This list is illustrative rather than exhaustive.

The Headteacher will consider each case on its individual circumstances.

A suspension or permanent exclusion will **not** be imposed simply because a particular type of behaviour appears on this list.

8. The Headteacher's Power to Suspend or Permanently Exclude

Only the Headteacher has the legal power to suspend or permanently exclude a pupil from the school.

The Headteacher's decision must be:

- lawful;
- rational;
- reasonable;
- fair;
- proportionate; and
- consistent with the school's statutory duties.

Suspensions and permanent exclusions must be issued on disciplinary grounds.

The Headteacher may consider serious behaviour occurring outside school where there is a sufficient connection with the school, the school's pupils or staff, or where the behaviour has a significant impact on the school community.

The Headteacher will not use suspension or permanent exclusion as a threat or as a means of asking parents to remove a pupil from school.

The school will not use unofficial or informal exclusions, including asking a parent to collect a pupil early simply to "cool off", where the arrangement amounts to an exclusion.

All suspensions and permanent exclusions will be formally recorded.

9. Factors Considered Before a Decision

Before deciding whether to suspend or permanently exclude a pupil, the Headteacher will consider the available evidence and, where appropriate:

- what happened and the seriousness of the behaviour;
- the pupil's account;
- relevant witness accounts;
- the impact on other pupils and staff;
- the pupil's age and level of understanding;
- previous behaviour;
- previous sanctions and interventions;
- whether previous suspensions have been effective;
- whether the pupil is approaching the statutory maximum of 45 suspension days;
- whether the behaviour may be linked to SEND;
- whether the pupil has a disability;
- whether reasonable adjustments are required;
- whether there are safeguarding concerns;
- whether the pupil has experienced bullying;
- whether there have been significant changes or events in the pupil's life;
- whether there are unmet educational, emotional or pastoral needs;
- whether external agencies should be involved;
- whether the pupil is looked after or previously looked after;
- whether the pupil has a social worker;
- whether the pupil is eligible for additional support;
- whether the pupil is at particular risk of disengagement from education; and
- the impact of the proposed decision on the wider school community.

The Headteacher will apply the **civil standard of proof**, namely whether it is more likely than not that the relevant facts are true.

10. Pupils with SEND or Disabilities

The school recognises that pupils with SEND or disabilities may require additional support to manage behaviour.

A pupil must not be suspended or permanently excluded because of their disability or because the school has not been able to meet their additional needs.

Where appropriate, the school will consider:

- the pupil's SEN support;
- EHCP provision;
- reasonable adjustments;
- communication needs;
- sensory needs;
- social, emotional and mental health needs;
- behaviour support plans;
- pastoral support;
- specialist advice;
- advice from external agencies; and
- whether existing provision is appropriate and effective.

However, having SEND or a disability does not prevent the school from taking disciplinary action where this is lawful and proportionate.

Where behaviour continues to place pupils or staff at significant risk despite appropriate support and intervention, suspension or permanent exclusion may still be considered.

11. Children with a Social Worker and Looked-After Children

Where a pupil has a social worker and is at risk of suspension or permanent exclusion, the Headteacher will involve the social worker, DSL and parents as early as reasonably possible.

Where a looked-after child is at risk of suspension or permanent exclusion, the Designated Teacher will contact the Virtual School Head and seek appropriate advice.

The school will consider whether additional support or intervention can be provided to reduce the risk of suspension or permanent exclusion.

The DfE guidance specifically highlights the importance of involving social workers and Virtual School Heads at an early stage.

12. Safeguarding

Safeguarding considerations will form part of any suspension or permanent exclusion decision where relevant.

A suspension or permanent exclusion will not be used as a substitute for appropriate safeguarding action.

Where behaviour indicates that a child may be at risk of harm, the school will follow its Child Protection and Safeguarding Policy.

Where appropriate, the school will work with:

- the Local Authority;
- social care;
- the police;
- the pupil's social worker;
- the Virtual School Head;
- the SENCO;
- health professionals; and
- other relevant agencies.

Safeguarding information will be shared in accordance with statutory requirements and the school's safeguarding procedures.

13. Informing Parents

When a decision is made to suspend or permanently exclude a pupil, the Headteacher will inform parents without delay.

Where practicable, this will initially be communicated by telephone or in person, followed by written confirmation.

The written notice will explain:

- the period of the suspension, where applicable;
- the reason(s) for the decision;
- the arrangements for education;
- parents' rights to make representations;
- the relevant governing body arrangements;
- any applicable deadlines;
- information about public examinations or national curriculum tests, where relevant;
- the arrangements for the pupil's return to school;
- sources of independent advice; and
- any other information required by statutory guidance.

The school will seek to communicate clearly and accessibly, including making reasonable adjustments where necessary.

The DfE specifically recommends that schools consider communication needs, including disability and English as an additional language, when notifying parents.

14. The First Five School Days

For the first five school days of a suspension, parents are responsible for ensuring that their child is not present in a public place during normal school hours without reasonable justification.

The school will provide appropriate information and work to support the pupil's continued education.

Where alternative provision is not immediately available, the school will take reasonable steps to set and mark work which is accessible and achievable for the pupil.

The school will seek to minimise disruption to the pupil's education.

15. Education from the Sixth School Day

Where a suspension continues beyond five school days, the Governing Body has a legal duty to arrange suitable full-time education from the sixth consecutive school day.

The school and Local Authority will work together to arrange appropriate provision.

The Governing Body will seek assurance that provision:

- is suitable;
- is full-time, subject to the pupil's individual circumstances;
- addresses relevant SEND needs;
- is monitored;
- supports positive behaviour;
- supports safeguarding; and
- contributes towards successful reintegration.

The current DfE guidance confirms the statutory duty to arrange suitable full-time education from the sixth consecutive school day and expects governing bodies to quality assure that provision.

For looked-after children and children with a social worker, the school and Local Authority should work together to arrange alternative provision from the first day following suspension or permanent exclusion where appropriate.

16. Notification to the Governing Body and Local Authority

The Headteacher will notify the Governing Body without delay of:

- any permanent exclusion;
- any suspension which would result in the pupil being suspended for more than five school days in a term;
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

The Headteacher will provide the Local Authority with the required information about suspensions and permanent exclusions.

For other suspensions, the Headteacher will report relevant information to governors through the established reporting arrangements.

The DfE requires immediate notification to governors in the circumstances above.

17. Social Worker and Virtual School Notification

Where a pupil has a social worker, the Headteacher will notify the social worker without delay following a suspension or permanent exclusion.

Where a pupil is looked after, the Virtual School Head will be notified without delay.

The school will provide the information required by statutory guidance, including the period and reason for the suspension or permanent exclusion.

18. Governing Body Responsibilities

The Governing Body is responsible for ensuring that the school operates a lawful and effective approach to suspension and permanent exclusion.

The Governing Body will:

- ensure appropriate policies and procedures are in place;
- consider representations from parents where required;

- consider reinstatement where required by law;
- ensure appropriate education is arranged;
- monitor suspension and permanent exclusion data;
- consider patterns and trends;
- challenge leaders where appropriate;
- consider the characteristics of pupils who are suspended or permanently excluded;
- monitor repeat suspensions;
- consider whether interventions are effective;
- consider whether particular groups of pupils are disproportionately represented; and
- ensure the school complies with its equality and safeguarding duties.

The DfE expects governing boards to scrutinise suspension, permanent exclusion and wider pupil-movement data and to challenge emerging patterns.

19. Governing Body Consideration of Suspension

The Governing Body must consider and decide on reinstatement where:

- a pupil has been permanently excluded;
- a suspension would result in the pupil being out of school for more than 15 school days in a term; or
- the suspension or permanent exclusion would result in the pupil missing a public examination or national curriculum test.

These decisions must normally be made within **15 school days** of receiving notification.

Where a suspension takes a pupil's total absence above five but not above 15 school days in a term, the Governing Body must consider parents' representations if they make them. The Governing Body must meet and decide on reinstatement where representations are made, within **50 school days** of receiving notice.

For a suspension of five school days or fewer in a term, the Governing Body must consider any representations made by parents but does not have the power to direct reinstatement and is not required to arrange a meeting.

These arrangements reflect the statutory requirements in the July 2026 DfE guidance.

20. Governing Body Membership and Delegation

For a maintained school, the Governing Body may delegate its functions relating to suspension and permanent exclusion to a designated committee consisting of at least three governors.

Any governor considering a suspension or permanent exclusion must act impartially and must declare any relevant conflict of interest.

The Governing Body will ensure that appropriate clerking arrangements are in place.

21. Governing Body Meetings

Where a meeting is required, the Governing Body will:

- invite parents;
- invite the Headteacher;
- invite the Local Authority representative;
- invite the pupil's social worker where applicable;
- invite the Virtual School Head where the pupil is looked after;
- allow appropriate representations;
- provide relevant information to parties;
- consider reasonable adjustments;
- support the pupil to express their views where appropriate;
- consider the interests and circumstances of the pupil;
- consider the impact on other pupils and staff;
- apply the civil standard of proof;
- ensure accurate minutes are taken; and

- reach a decision based on the evidence presented.

Parents and pupils may be accompanied by a friend or representative, subject to reasonable arrangements.
The Governing Body will take reasonable steps to enable pupils to participate, taking account of their age and understanding.

22. Reinstatement Decisions

Following consideration, the Governing Body may:

- direct immediate reinstatement; or
- direct reinstatement on a specified date; or
- decline to reinstate the pupil.

The Governing Body will consider whether the Headteacher's decision was lawful, reasonable, proportionate and procedurally fair.
The Governing Body must also consider the welfare and safeguarding of the pupil and the impact on the wider school community.
The decision will be recorded formally and communicated to the relevant parties without delay.

23. Permanent Exclusion

Permanent exclusion will only be considered where the Headteacher concludes that:

1. the pupil has committed a serious breach, or persistent breaches, of the school's Behaviour Policy; and
2. allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Permanent exclusion will be considered only after all relevant circumstances have been considered.
The fact that previous suspensions have occurred does not automatically mean that permanent exclusion is appropriate.

24. Independent Review Following Permanent Exclusion

Where the Governing Body decides not to reinstate a permanently excluded pupil, parents have the right to request an **Independent Review Panel (IRP)**.
The Local Authority is responsible for arranging the independent review for a maintained school.
The school will provide parents with the information required to exercise this right, including:

- the right to request a review;
- the deadline for making the request;
- where the application should be submitted;
- the grounds on which the review may be requested;
- information concerning SEND;
- information about independent advice; and
- the right to request the attendance of a SEN expert.

An application for an independent review must normally be made within the statutory timeframe.
The IRP must begin within **15 school days** of the application being made, subject to the statutory arrangements.

25. SEN Expert

Parents may request that a SEN expert attend an independent review, regardless of whether the school recognises the pupil as having SEND.
The SEN expert provides impartial advice to the panel about whether SEND may be relevant to the permanent exclusion and whether the school's actions relating to SEND were lawful, reasonable and procedurally fair.
The SEN expert does not undertake a new assessment of the pupil.
The Local Authority is responsible for appointing the SEN expert and meeting the associated costs.

26. Equality and Reasonable Adjustments

The school will comply with its duties under the Equality Act 2010.

The school will not discriminate unlawfully on the basis of:

- disability;
- race;
- sex;
- religion or belief;
- sexual orientation;
- pregnancy or maternity;
- gender reassignment; or
- any other protected characteristic.

The school will consider whether reasonable adjustments are required during the suspension/exclusion process, including communication, meetings and opportunities for the pupil or parent to participate.

The Governing Body must also consider reasonable adjustments when conducting reinstatement meetings.

27. Off-Site Direction and Alternative Provision

Where appropriate, the school may use off-site direction as part of a behaviour support strategy.

Off-site direction is intended to improve future behaviour and is **not a sanction or punishment for past misconduct**.

It should be used where appropriate in-school interventions or targeted support have been unsuccessful or are considered inappropriate.

Any off-site direction will:

- have clearly defined objectives;
- identify the expected duration;
- consider the pupil's SEND and other needs;
- provide a broad and balanced education;
- be monitored;
- be reviewed; and
- support the pupil's return to mainstream education.

The Governing Body is responsible for arranging off-site direction in accordance with the relevant statutory requirements.

28. Managed Moves

A managed move may be considered where it is believed to be in the best interests of the pupil and offers a realistic opportunity for a successful fresh start.

A managed move is a permanent transfer and must be genuinely voluntary and agreed between the relevant schools, parents and pupil where appropriate.

A managed move will not be used as an informal alternative to permanent exclusion where the statutory exclusion process should properly apply.

29. Police Involvement and Criminal Proceedings

A pupil may be suspended or permanently excluded whether or not the police are involved.

The school does not need to wait for the outcome of a police investigation or criminal proceedings before making a disciplinary decision.

The Headteacher will consider the evidence available to the school at the time.

Where appropriate, the school will liaise with the police and other agencies while ensuring that the school's safeguarding and disciplinary responsibilities continue.

30. Public Examinations and National Curriculum Tests

Where a suspension or permanent exclusion would result in a pupil missing a public examination or national curriculum test, the Governing Body must take reasonable steps to consider the decision before the examination or test.

There is no automatic right for a suspended or permanently excluded pupil to sit an examination or test on school premises.

The Governing Body will consider whether it is appropriate to allow the pupil onto the premises solely for this purpose or whether another arrangement can reasonably be made.

31. Cancellation of a Suspension or Permanent Exclusion

The Headteacher may cancel a suspension or permanent exclusion that has not yet been reviewed by the Governing Body.

Where a suspension or permanent exclusion is cancelled, the Headteacher will notify:

- parents;
- the Governing Body;
- the Local Authority;
- the pupil's social worker, where applicable; and
- the Virtual School Head, where applicable.

The pupil will be allowed to return to school.

The circumstances and reasons for cancellation will be reported to governors through the school's established reporting arrangements.

32. Reintegration Following Suspension

The school recognises that successful reintegration is an important part of the suspension process.

Where appropriate, the school will arrange a reintegration meeting with the pupil and parents.

The purpose may include:

- welcoming the pupil back;
- reviewing what happened;
- agreeing expectations;
- repairing relationships;
- identifying further support;
- reviewing behaviour strategies;
- updating a behaviour or pastoral plan; and
- ensuring the pupil understands the expectations for their return.

The school will seek to ensure that the pupil returns positively and that staff are aware of any agreed arrangements.

33. Preventing Repeat Suspension

Where a pupil receives repeated suspensions, the Headteacher and relevant staff will review:

- the reasons for suspension;
- previous interventions;
- the effectiveness of sanctions;
- the pupil's SEND;
- pastoral and safeguarding information;
- attendance;
- patterns in behaviour;
- the timing and context of incidents;
- whether further assessment is required; and
- whether external agency involvement is appropriate.

Where appropriate, the school will develop or review an individual behaviour support plan.

34. Pupil Voice

The school will seek to understand the pupil's perspective whenever this is appropriate and practicable. The pupil's age, maturity and understanding will be considered.

Pupils may be supported to:

- explain what happened;
- identify triggers;
- reflect on the impact of their behaviour;
- identify what support they need;
- suggest strategies that may help; and
- contribute to reintegration planning.

This does not remove the Headteacher's responsibility to make the final disciplinary decision.

35. Record Keeping

All suspensions and permanent exclusions will be recorded accurately.

The school will retain:

- the original decision;
- reasons;
- relevant evidence;
- parental correspondence;
- work provided;
- alternative provision arrangements;
- governing body documentation;
- meeting minutes;
- reinstatement decisions;
- relevant safeguarding information; and
- correspondence relating to any independent review.

Records will be maintained securely and in accordance with data protection requirements.

36. Monitoring and Evaluation

The Headteacher will monitor suspension and permanent exclusion data throughout the academic year. The Governing Body will receive appropriate information through the Headteacher's Report and/or relevant governor meetings.

Monitoring will consider:

- number of suspensions;
- number of pupils suspended;
- repeat suspensions;
- length of suspensions;
- permanent exclusions;
- reasons for suspension;
- year groups;
- gender;
- SEND;
- disadvantaged pupils;
- looked-after and previously looked-after children;
- pupils with social workers;
- ethnicity and other relevant characteristics;
- pupil movement;
- off-site direction;
- managed moves; and
- the effectiveness of behaviour interventions.

The Governing Body will use this information to challenge and support school leaders and identify any emerging patterns requiring action.

The DfE specifically expects governing boards to scrutinise repeat suspensions, pupil characteristics, interventions and wider pupil movement.

37. Catholic Ethos

St John Henry Newman Catholic Primary School seeks to ensure that behaviour management reflects our Catholic mission.

Our approach is rooted in:

- human dignity;
- forgiveness;
- reconciliation;
- justice;
- compassion;
- responsibility;
- respect for others; and
- the common good.

The use of suspension or permanent exclusion does not remove our responsibility to care for the child. Where a pupil is suspended or permanently excluded, the school will continue, where appropriate, to work towards a positive future for that child and to support their educational, pastoral and safeguarding needs. At the same time, the school has a responsibility to protect the dignity, safety and educational entitlement of every member of the school community.

38. Complaints

Parents who have concerns about the application of this policy should follow the school's Complaints Policy.

A complaint does not prevent the statutory suspension or permanent exclusion process from continuing. The school will ensure that complaints are considered separately from any statutory governing body consideration or independent review process where appropriate.

Appendix 1 – Suspension and Permanent Exclusion Decision Checklist

Before making a decision, the Headteacher should consider:

Incident

- What happened?
- What evidence is available?
- Has the pupil been given an appropriate opportunity to give their account?
- How serious was the behaviour?
- What was the impact on others?

Previous support

- What behaviour strategies have been used?
- Have previous sanctions been effective?
- Has the pupil received previous suspensions?
- Is further intervention available?

Individual circumstances

- Does the pupil have SEND?
- Does the pupil have an EHCP?
- Does the pupil have a disability?
- Are reasonable adjustments required?
- Is the pupil looked after or previously looked after?
- Does the pupil have a social worker?
- Are there safeguarding concerns?
- Are there relevant family, pastoral or wellbeing circumstances?

Equality

- Could the decision amount to unlawful discrimination?
- Have reasonable adjustments been considered?
- Is the proposed sanction proportionate?

Decision

- Is suspension or permanent exclusion necessary?
- Is the decision lawful?
- Is it fair?
- Is it proportionate?
- Have the interests of the pupil and wider school community been considered?

Following the decision

- Have parents been informed without delay?
- Has the Local Authority been notified where required?
- Have the social worker/VSH been informed where appropriate?
- Has the Governing Body been informed where required?
- Has appropriate education/work been arranged?
- Have all records been completed?
- Have reintegration/support arrangements been considered?

Appendix 2 – Key Statutory Timescales

Circumstance	Governing Body action
Suspension of 5 school days or fewer in a term	Consider any parental representations; no power to direct reinstatement
Suspension taking total absence above 5 but not above 15 school days in a term	Consider parental representations; if representations are made, decide within 50 school days
Suspension taking total absence above 15 school days in a term	Consider and decide within 15 school days
Permanent exclusion	Consider and decide within 15 school days
Suspension/permanent exclusion resulting in missed public examination or national curriculum test	Consider before the examination/test where reasonably practicable
Education following suspension	Suitable full-time education must be arranged from the sixth consecutive school day where required
Independent Review Panel following permanent exclusion	Local Authority arranges the review in accordance with statutory timescales

These timescales reflect the DfE's July 2026 statutory guidance.

Appendix 3 – Related DfE Guidance

The school will have regard to the latest versions of:

- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement**
- **Behaviour in schools**
- **Keeping children safe in education**
- **Working together to safeguard children**
- **SEND Code of Practice: 0 to 25 years**
- **Working together to improve school attendance**
- relevant guidance concerning alternative provision and off-site direction.

The DfE's current suspension and permanent exclusion guidance was updated in July 2026 and is effective from 26 July 2026.

Flowchart for reviewing the headteacher's suspension/exclusion decision

