



Jasmine Grove School

Suspension and Permanent Exclusion Policy

To be read in conjunction with **Behaviour, Relationships and Regulation Policy**

Review Date	September 2027
Owner	Anna Hulme

Document History

Version	Comments/amendments	Name	Date
1.0	2023 Issue	Matt Storey/Ali McGregor	September 2023
2.0	Annual Review	Dan Pallett/Ali McGregor	September 2024
3.0	Annual Review	Dan Pallett/Ali McGregor	September 2025
4.0	Annual Review	Anna Hulme	September 2026

Jasmine Grove School – Suspension and Permanent Exclusion Policy

What legislation does this policy relate to?

The principal legislation to which this policy relates is:

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.
- SEND Code of Practice 2014
- The Equality Act 2010
- DfE (Statutory Guidance Issued July 2026) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England'
- [DfE Behaviour in Schools Guidance \(Updated July 2026\)](#).

[DfE \(2026\) 'Keeping children safe in education 2026' \(KCSIE\)](#)

Who is this guide for?

- The Headteacher
- The Smoothstone Directors
- The Governance Team
- The local authorities that place children in the care of Jasmine Grove School
- Independent review panel members
- Parents & Families

The notion of excluding children from school has become more familiar within education over recent years. It is now a commonly accepted procedure in most educational contexts. This approach has some advantages and disadvantages.

What follows gives:

a) The main features of our own attitude and policy towards the suspension of pupils and

b) The procedures we follow in case this course of action becomes necessary

Our Attitude

Jasmine Grove School is committed to inclusion and recognises that pupils with SEND, Autism and SEMH needs are statistically more likely to experience suspension and exclusion.

The school will take all reasonable steps to understand and address the underlying causes of behaviour before considering suspension or permanent exclusion.

Suspension and permanent exclusion are measures of last resort and will only be used where all reasonable strategies have been considered and where permitted under statutory guidance.

Graduated Response Prior to Suspension

Before suspension is considered, the school will normally evidence:

- Assessment of need.
- Functional analysis of behaviour.
- Review of SEND provision.
- Review of EHCP outcomes.
- Behaviour support planning.
- Pastoral intervention.
- Family engagement.
- Multi-agency involvement.
- Consideration of additional reasonable adjustments.

Where appropriate, emergency reviews of EHCP provision will be requested.

Possible Criteria for Considering Suspension or Permanent Exclusion

Suspension or permanent exclusion will only be considered where:

- There has been a serious breach or persistent breaches of the Behaviour, Relationships and Regulation Policy
- The continued presence of the pupil would seriously harm the education, safety or welfare of others.
- Reasonable adjustments have been considered.
- Additional support has been explored.
- The decision is lawful, reasonable, proportionate and fair.

Alternatively, the Headteacher may utilize an off-site direction under the Regulations 2026 framework, requiring the young person to temporarily attend another educational setting to improve their behaviour as a preventative alternative to a permanent exclusion.

Local Authorities must be given formal written notice of any suspension proceedings or off-site intervention placements to coordinate transit and continuity of care.

These criteria are not the only factors which can contribute to decisions about suspension. There may be deeper clinical and psychological considerations; periodic errors may occur in selection and assessment; there may be insuperable pressures from the family and home contact; unexpected deteriorations in a child's psychological condition can occur; and so on. Again, the important thing is to make careful and informed decisions which are in the best interest of the child, the school community and other pupils. These collective interests cannot always be reconciled, of course. We are aware of this, and we accept the fact that on some occasions the collective good will have to prevail over individual considerations.

Procedures for Suspension

- There must be full consultation and full investigation of any precipitating circumstances. This process will include senior staff, together with any other staff member involved and any other child involved.
- Our usual recording procedures must be followed. The proper documenting of event, decisions and action if essential.
- Precipitous action should be avoided whenever possible. Suspensions should follow proper consultation and communication with parents, the Local Authority and any other referring or supportive agencies.
- Whenever possible agreement should be reached in consultation with these people, about the suspension decision. Local Authorities can only provide alternative arrangements (and/or
- secure alternative school placements) if they are given adequate notice of suspension proceedings.
- Proper written follow up (reports etc.) should be sent to all parties, if it is a permanent exclusion, it may be helpful to other agencies for us to liaise with them regarding choice of placement etc. If it is a suspension, it is essential that appropriate levelled school work is sent home for the young person to complete during the suspension period.
- Further meetings for consultation, planning and decision making may need to be arranged.
- The school based decision about suspension will ultimately rest with the Headteacher in consultation with other senior staff. The opinions of other members of staff involved with the child (i.e. teachers and teaching assistants) must be taken into account.

- In cases of alleged sexual, physical, or drug abuse, the Designated Safeguarding Lead (DSL) Anna Hulme (or Deputy DSL Sean Stewart) will lead the initial safeguarding assessment and coordinate with external children's social care services (CSCS). Reintegration meetings following any suspension must be formally documented, tracking safety metrics for vulnerable student demographics—including gender-questioning children or those undergoing social transition requests—to maintain a supportive environment.
- Sometimes suspension has, unavoidably, to be arranged urgently. Parents and Local Authorities must be informed and appropriate travel provision made.

Reconnection and Reintegration

- Following suspension, reintegration meetings will focus on:
- Relational repair.
- Understanding causes.
- Restoring belonging.
- Reviewing support.
- Identifying preventative strategies.
- Strengthening family-school collaboration.
- The purpose of reintegration is not punishment but successful return to learning

Conclusion

We expect to use the above procedures very infrequently. It is, however, a response which we reserve the right to use in certain circumstances. It will always be used in a constructive spirit with careful attention paid to striking a balance between the needs of the pupil concerned, their family, the school, our staff and our remaining pupils.

Appendix 1 - Suspension and Placement Compliance Form (to be added to the Sleuth platform)

Pupil Name: _____ Date of Incident: _____

URN / Profile Ref: _____ Lead : _____

Select Intervention Route Implemented:

☐ Internal Placement

- Time entered: _____ Time exited: _____

- Welfare & hydration checks completed? [Y / N]

☐ Off-Site Direction (Regulations 2026 Preventative Route)

- Hosting educational provision name: _____

- Date formal written notice sent to parents & LA: _____

☐ Suspension (Fixed Period)

- Duration of suspension: _____ Days (Return Date: _____)

- Levelled education work provided to parents for Days 1–5? [Y / N]

☐ Permanent Exclusion (Last Resort)

- Date Headteacher authorized exclusion decision: _____

- Date Governing Board and Local Authority formally notified: _____

Safeguarding Clearances:

1. Has the case data been passed to the DSL to protect the pupil's digital footprint profile from external leaks? [Y / N]
2. Does the pupil require discreet safety or pastoral check-ins upon return (e.g., vulnerable demographics / SEND / social transition requests)? [Y / N]
3. Reintegration meeting scheduled date: _____