



Suspensions and Exclusions Policy

Introduction

As is stated in the Behaviour Policy of the Henrietta Barnett School (the School):

HBS aims to provide each student with the opportunity to fulfil their own potential, develop curiosity, independence and a love of learning, and to celebrate their interests and achievements. We believe that a respectful, safe and happy School community is essential for effective teaching and learning, the ability of each student to enjoy and achieve, and the development of strong relationships throughout the School. We encourage high standards of self-discipline in a caring and supportive environment of courtesy, good manners, mutual respect and trust, where students feel secure and valued. Our expectation is that every student takes responsibility for their own behaviour and shows respect for themselves, others and the environment. The Code of Conduct for students states the expectations that the school has for the behaviour of student and is based on the principle of Respect for Self, Others and the School.

This policy complies with [The Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) ('The Suspension and Permanent Exclusion guidance'; statutory guidance July 2026), [Keeping Children Safe in Education](#) (statutory guidance September 2025), [Behaviour in Schools](#) (DofE statutory guidance February 2024) and [Mental Health and Behaviour in Schools Guidance](#) (November 2018). It should be read in conjunction with the School's policies for Behaviour, Safeguarding, Anti-bullying, Online Safety, ICT Acceptable Use (which is an appendix to Online Safety), Special Educational Needs & Disabilities, Positive Mental Health and other relevant policies, all of which are available on the School website. It should also be read in conjunction with other relevant Department for Education (DfE) guidance such as "[Searching Screening & Confiscation](#)" (July 2022) and [Mobile Phones in Schools](#) (February 2026) and NPCC Guidance "[When to call the police, guidance for schools and colleges](#)".

It should be noted that, as in the Suspension and Permanent Exclusion guidance, the term 'suspension' is used to refer to an exclusion for a fixed or temporary period. Suspensions and permanent exclusions are both types of exclusion, and where this Policy uses the word 'exclusion' this includes both suspensions (fixed-period exclusions) and permanent exclusions.

Statement of Principle

Suspensions and permanent exclusions at the School are rare. The School operates a Suspension and Exclusion Policy that is in line with DfE regulation and guidance. Suspensions and permanent exclusions must be lawful, rational, reasonable, fair, and proportionate.

For any suspension or permanent exclusion, the School will write to the parent(s)/carer(s) with information about:

- the reasons for the suspension or permanent exclusion
- the length of the suspension
- what will happen during and after the suspension or permanent exclusion
- their right to appeal and the contact details of where they can appeal.

The Suspension and Permanent Exclusion guidance states that:

- A decision to exclude a pupil permanently should only be taken:

- 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 in the school.
- Only the Head can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded.
 - The behaviour of a pupil outside school can be considered grounds for a suspension or permanent exclusion.
 - When establishing the facts in relation to a suspension or permanent exclusion decision the Head must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head should accept that something happened if it is more likely that it happened than that it did not happen. The Head must take account of their legal duty of care when sending a student home following a suspension or an exclusion.
 - Off-site direction and managed moves can serve as essential preventative measures to permanent exclusion. An off-site direction may be used to require a student to attend another educational setting temporarily to improve their behaviour, while a managed move involves a voluntary, permanent transfer to another mainstream school. These strategies will only be pursued when they are in the best interests of the student and with the agreement of all parties involved. Before initiating such measures, the School will ensure the student is supported to share their views and is kept informed throughout the decision-making process.

In line with the guidance:

- Before deciding to exclude, the student's views should be taken into account, unless it would not be appropriate to do so; the student should be informed how their views have been factored into any decision made.
- Any contributing factors will be taken into consideration, for example, where it comes to light that the student has suffered bereavement, has mental health issues, has been subject to bullying, has needs including any special educational needs (SEN) or disability (including any not previously identified) and/or is experiencing significant challenges at home.
- Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have.

There are two types of exclusion from School, **suspension** and **permanent exclusion**.

Suspension

A suspension is where a student is temporarily removed from the School and means that a student cannot be in or near the School grounds for the period of time stated in the suspension letter.

A suspension can be for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension can also be for parts of the school day, for example for the duration of the lunchtime period. The legal requirements relating to the suspension apply in all cases.

During the first five days of a suspension, the School will set work and mark it. The School will call the student's parent or carer on the day the suspension is given and follow up with a letter. This will include information on the period and reasons for the suspension. It will also include details of the parent's or carer's duty during the first five days of any suspension to ensure that the student is not present in a public place during normal School hours, or otherwise risk a fixed-penalty notice. The letter will set out the date of the re-integration meeting, which both the students and their parent/carers must attend. If relevant, the letter will also include any arrangements made by the School that apply from the sixth day of the suspension.

The following would be likely reasons for considering suspension (including online behaviour and behaviour outside school); the list is not exhaustive:

- (a) Violence, assault or threatening behaviour on staff or other students
- (b) Possession of an offensive weapon
- (c) Verbal abuse
- (d) Racism or racist behaviour
- (e) Theft
- (f) Vandalism, damage or threat of damage to the fabric of the building or School property
- (g) Bullying or intimidation
- (h) Possession of alcohol, illegal or inappropriate drugs or other substances, cigarettes, or any kind of vaping or smoking equipment
- (i) Bringing the School or a member or members of the school community into disrepute
- (j) Child-on-child abuse
- (k) Sexual harassment or intimidation
- (l) Bringing pornography or other inappropriate materials onto the School site
- (m) Any other serious breach of the School's Behaviour Policy and Code of Conduct, including the Code of Conduct when taking part in day and residential School Trips.

Having agreed that the offence committed fits one or more of the criteria above or is of equivalent seriousness, further considerations will influence any decisions about suspension:

- the student's previous record
- the threat to the safety and welfare of other students
- the threat to the safety and welfare of staff
- the effect on other students in terms of their learning entitlement
- comparison with other similar cases
- the threat to School standards and accepted behaviour
- the threat to the image of the School within the local community.

Suspension letters are kept on a student's record. Parents/carers have the right to make representations to the School's Governing Body if they do not agree with the student's suspension. A letter should be written to the Chair of Governors and addressed c/o the School.

A Discipline Committee of 3-5 Governors will be convened to consider any representations.

In the case of a suspension that (i) does not bring the student's total number of days of suspension to more than five in a term, or (ii) does not result in the student missing a public exam or national curriculum test, the Discipline Committee of Governors must consider any representations made by parents/carers, but it cannot direct reinstatement and is not required to arrange a meeting with parents/carers.

In the case of a suspension that (i) brings the student's total number of days of suspension to more than fifteen in a term, or (ii) results in the student missing a public exam or national curriculum test, the Discipline Committee of Governors will automatically review the suspension. In cases where the suspension brings the student's total number of days of suspension to more than five but fewer than fifteen in a term, the Discipline Committee of Governors will review the suspension if requested by parent/carers.

The rules and procedures relating to permanent exclusions are different – see below.

Permanent Exclusions

The School will only permanently exclude a student as a last resort, after trying to improve the student's behaviour through other means, and only after the Chair of Governors has been consulted. Circumstances under which the Head may decide to permanently exclude a student are likely to include, but are not limited to, more serious or persistent incidents of the behaviours listed above. In exceptional circumstances, the Head may decide to permanently exclude a student for a one-off incident.

Having agreed that the offence committed fits the criteria above or is of equivalent seriousness, further considerations will influence any decisions about exclusion:

- the student's previous record
- the threat to the safety and welfare of other students
- the threat to the safety and welfare of staff
- the effect on other students in terms of their learning entitlement
- comparison with other similar cases
- the threat to School standards and accepted behaviour
- the threat to the reputation of the School.

If a student has been permanently excluded:

- A meeting will take place of a panel of governors (a Discipline Committee), to review the Head's decision. This panel will consist of 3-5 members of the Full Governing Board, none of whom has a personal connection to the student or previous involvement in the case. This meeting will also be attended by a representative of the local authority in which the student resides, and will be arranged within 15 school days of the decision to permanently exclude. Parents/ carers have the right to be present at this meeting, to bring representation with them, and to appeal against the Head's decision. The panel will either uphold the Head's decision or direct the Head to readmit the student. If the panel declines to reinstate the excluded student, parents/carers will be notified of this decision. No student who is excluded will be prevented from taking a public examination and special invigilation arrangements will be made if necessary. The student's home local authority is required to provide full-time education from the sixth day of a permanent exclusion.
- if the Governing Body confirms the exclusion, parents/carers can appeal to an independent appeal panel
- the School will explain in a letter how to lodge an appeal (in line with DfE guidance).

Cancellation of an Exclusion

The Head may cancel an exclusion that has already begun, but this should only be done where it has not yet been reviewed by the Governing Body.

In the event of an exclusion being cancelled, the School must notify the parents, the Governing Body, and the local authority without delay. This notification must include the specific reason for the cancellation. Following a cancellation, parents will be offered an opportunity to meet with the Head to discuss the circumstances, and the student must be allowed back into the School immediately. Any days spent out of school prior to the cancellation will still count toward the maximum limit of 45 school days allowed per academic year

Notification

The Head must, without delay, notify the Governing Body and the local authority of:

- any permanent exclusion (including cases where a fixed-period exclusion is followed by a decision to permanently exclude the student);
- any exclusion that would result in the student being excluded for a total of more than five School days (or more than ten lunchtimes) in a term;
- any exclusion that would result in the student missing a public examination or national curriculum test
- any cancellation of an exclusion.

For a permanent exclusion, if the student lives outside the local authority area in which the School is located, the Head must also without delay notify the student's home authority of the exclusion and the reason(s) for it. The local authority will provide alternative full-time education from the sixth day of a permanent exclusion.

The Head will also notify the Governing Body once per term of any other exclusions not already notified.

When notifying parents/carers about an exclusion, the Head should draw attention to relevant sources of free and impartial information. This information should include:

- a link to the statutory guidance on exclusions which includes more details about the processes and procedures including for the appeals process (<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents/carers such as the Coram Children's Legal Centre (www.childrenslegalcentre.com); and
- where considered relevant by the Head, links to local services, such as Traveller Education Services, the [Information Advice & Support Services Network](#) (formerly known as the local parent partnership), the [National Autistic Society](#) (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or [Independent Parental Special Education Advice](#).

Further information is available from: [Education Welfare Team](#), London Borough of Barnet Children's Service, North London Business Park (NLBP), Oakleigh Road South, London N11 1NP. Phone: 020 8359 7684.

Separation for Safeguarding Purposes

The School may, in rare and exceptional circumstances, temporarily forbid a student from attending its premises for safeguarding purposes, for example when it is essential to physically separate students following an allegation of harm by one student against another and this is the only practicable way to achieve this. This is not an exclusion on disciplinary grounds.

In such cases, the School will notify parents and the Governing Body without delay, providing clear reasons for the requirement.

The School will work with the local authority to ensure the student continues to receive an education and will implement a reintegration strategy to support their eventual return to school.

Reintegration

Following an exclusion, period of off-site direction, or separation for safeguarding purposes, the School will put in place a tailored reintegration strategy to help the student understand the impact of their behaviour, how to meet the School's behaviour expectations, and foster a renewed sense of belonging and engagement.

The strategy may include a range of support measures, such as mentoring, regular contact with a designated member of staff, or the use of a report card with personalised targets. These strategies will be regularly reviewed and adapted in collaboration with the student and their parents to ensure ongoing progress. The School will not use part-time timetables as a tool to manage behaviour; any such arrangements will be for the shortest time necessary with a clear plan to return the student to full-time education.

This policy will be reviewed annually.

Updated July 2026.

Next review July 2027.