



Suspension & Permanent Exclusion Policy

Policy Reference No	AC002
Review Frequency	Annual
Reviewed	Summer 2026
Approved by FB	Summer 2026
Next Review Date	Summer 2027

FLOURISHING FUTURES
Empower, Excel, Together

Change Log

Date	Changes to Policy
July 2026	Updated in line with DFE Suspension and Exclusion Guidance 2026, throughout. Internal suspensions- clarified that these would be considered before any suspension and decision making recorded. Section 2: Updated to include Separation of Pupils for Safeguarding Purposes. Section 3: Updates clarification on Managed Moves, updated detail on Off Site Direction and new Alternative Provision process added. Page 4: Updated list of legislation and statutory guidance
July 2025	Accessibility and Language Support added. Updated links to DFE Exclusions 2024 Updated links to KCSIE 2024 Annex 3: AP Safeguarding duty updated to reflect KCSIE 2025
Autumn 2024	Updated to reference DFE Suspensions and Permanent Exclusion Guidance August 2024
Summer 2024	Section 1: Include examples of behaviour which may warrant suspensions or exclusions. Section 2: Internal Suspension, clarity of supervision during these. Section 3: Updated information on AP, including safeguarding duties. Section 3: Reference to Trust Attendance and Absence Policy for attendance coding. Section 4: Moved examples of behaviour which may warrant suspensions or exclusions to Section 1. Section 6: Reference to 'Repair' cycle of Positive Behaviour Policy. Section 10: Change to Vulnerable Pupil dashboard- behaviour data now termly. Section 10: Addition of Internal Suspensions to monitoring along with Suspensions and PX Annexes 3: Alternative provision safeguarding information and checks Annex 4: Flow chart for Exclusions Committee Meetings Annex 5: Guidance for Chair of Exclusions Committee Annex 6: Summary of Exclusions Committee duty to consider reinstatement.
Autumn 2023	Section 2: Internal Suspension (C5) clarify schools monitoring of this. Section 2: Suspensions updated to clarify need to alert Trust Leadership Team to repeat suspensions or pupils at risk of Permanent Exclusion. Further clarity re the Exclusion Panel and proforma. Clarification re notification to Governance. Section 6: Reintegration Meetings Proform changed wording from should to MUST be completed and shared with DPVI. Section 9: Updated to clarify Board of Exclusions Committees duties following suspension/ Permanent Exclusion. Section 10: Addition of Internal Suspensions to monitoring along with Suspensions and PX Annex updated: Annex 1: Exclusion Panel Meeting Proforma Annex 2: Reintegration Meeting Proform Annex 3: Exclusion Review Meeting flow chart and Explanation.
Summer 2023	Section 7: further detail on rescinding Suspensions Section 9: Updated with provision for Remote Access meetings.
Summer 2022	Section 1 and throughout: Change to reflect updates in DFE Suspensions Guidance Section 3: Guidance on involving any excluded pupils so they are encouraged and enabled to be part of process. Education for excluded pupils. Section 4: Guidance on Manage moves & Guidance to Off-site direction. Section 5: Update to notifications to Parents, Social Worker and / or Virtual School Head when suspend or PX. Section 5: Update to notifications to Local Authority when suspend or PX Section 6: Update to procedures to reintegrate. Section 7: Headteachers may cancel exclusion not yet reviewed. Section 9: More detail on Trustees duties to review. Section 10: Further detail on the monitoring and evaluation of Suspensions and Exclusions. Section 11: Guidance on Role of SW and Virtual School in Review Meetings.

Summer 2020	Minor grammatical changes only.
-------------	---------------------------------

Contents

1. Introduction	4
2. Types of Suspension and Exclusion.....	5
Internal Suspension	5
Suspension	5
(Permanent) Exclusion	6
3. Factors to consider before the decision to Suspend/ Exclude	7
Investigation and Pupil Voice	7
Offsite Direction, Managed Moves, Alternative Provision	7
Removal from the academy due to illness	8
4. Processes for Suspensions and Permanent Exclusions	9
Off rolling	10
Safeguarding (including Child on Child abuse (to be read in tandem with KCSIE, notably Annex 1). 10	
5. Duty to Inform Parties	10
Informing Parents	10
Vulnerable Pupils	12
Informing Trustees	13
Informing the Local Authority	14
6. Reintegration	14
7. Cancelling (rescinding) Exclusions.....	15
8. Duties to arrange education for excluded pupils	15
9. Trustee's duty to consider an exclusion	16
10. Monitoring and evaluating the use of Suspensions and Exclusions, etc.....	17
11. Further Guidance and Duties	18
Annex 1: Exclusion Panel Meeting Proforma	19
Annex 2: Reintegration Meeting Proforma	20
Annex 3: Alternative Provision Safeguarding Checks	21
Annex 4: Flow chart for Exclusions Committee Panel Meeting.....	24
Annex 5: Guidance for Chair of Permanent Exclusion Committee Panel Meetings	25
Annex 6: A summary of the Exclusions Committee's duties to consider re instatement.....	26

This policy is compliant with the following legislation and statutory guidance:

- The Education Act 2002, as amended by the Education Act 2011
- The Education and Inspections Act 2006
- The Education Act 1996
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (as amended)
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- The Equality Act 2010

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, 2024, as updated)
- Behaviour in schools: guidance for headteachers and school staff (DfE, 2024)
- Children and Families Act 2014

Accessibility and Language Support

If you require this policy in an alternative format or language, please contact the Academy Office. We are committed to ensuring that all colleagues have access to our policies and can fully understand and engage with them and will work with you to provide the necessary support and resources

1. Introduction

The Learning Academy Partnership (Southwest) (hereafter the Trust) is committed to valuing diversity and equality of opportunity. This Policy relates to all schools which are a part of the Trust.

We aim to create and promote a safe and supportive environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities and reach their full potential. We adhere to the Equality Act 2010 and fulfil our duty to make reasonable adjustments to policies and practices.

The Board of Trustees recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of the above policy as it is the Trustees' aim that no-one in the Trust should suffer discrimination, either directly or indirectly, or harassment on any of these grounds

At the Trust, we believe that children have the right to independence, choice, and inclusion, and we work hard to provide opportunities for personal development and emotional health and wellbeing for all pupils. As such we have high expectations of behaviour, set out in our Positive Behaviour Policy. This Positive Behaviour Policy works in tandem with this policy. However, rights also involve responsibilities, such as not harming other people's rights. We believe children unable to control their actions or unable to appreciate danger have a right to be protected as do other children and adults.

We aim to **include**, not exclude, and we seek to approach all challenging behaviour in a supportive and proactive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate or 'misbehaviour', and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this. We provide a range of provisions designed to support pupil's emotional, behavioural, and social needs which are adapted and tailored to specific pupil's needs in consultation with parents/carers.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

The Trust is responsible for communicating to pupils, parents, and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate behaviour.

These are:

- Positive Behaviour Policy.
- Anti-Bullying Policy.

- Restrictive Intervention, Including use of Reasonable Force Policy.
- SEN and Disabilities Inclusion Policy.

These policies are made available to all Parents/Carers.

No exclusion will be initiated without using other strategies or, in the case of a serious single incident, a thorough investigation.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive and include behaviours in school, beyond the school gate and online behaviour (See Positive Behaviour Policy for detail). For example, Sexual harassment or Sexual violence (HSB) would be categorised as verbal abuse, threats, or physical abuse.

All exclusions, including internal suspensions will be reported to the Board of Trustees and the Local Hub Committee. We will report suspensions and permanent exclusions to the Local Authority without delay. We recognise that it is unlawful to exclude a pupil for a non-disciplinary reason.

2. Types of Suspension and Exclusion

Internal Suspension

The use of an Internal Suspension will be considered before any Suspension and decision making documented through Cjoms. Internal Suspensions, where a pupil works separately from their class, maybe for part of or the whole school day. They will be supervised by staff with necessary confidence and knowledge to support the pupil. Internal Suspensions may also be put in place for serious incidents or recurrent challenging behaviour. The pupil will be supported through the Repair Stage to prepare to reintegrate back with their peers. Parents would be informed, and a record made on Cjoms. See Part 10 for information on the Monitoring and evaluation of behaviour 'data'.

Internal suspensions will ensure pupils continue to access an appropriate curriculum and will be reviewed regularly to prevent disproportionate or repeated use.

Suspension

- The decision to Suspend by the Headteacher will, wherever possible, be in agreement of the Trust Leadership Team.
- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. In this instance the Headteacher

must alert the Director for Inclusion without delay so that an Exclusion panel can take place (see Permanent Exclusion below for more detail on Exclusion Panel).

- A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.
- A pupil may be suspended for one or more fixed periods 14 (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.
- Where a suspension is in place, the school will set work for the period of time that a child is not in school.
- A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension. See information before re (Permanent) Exclusion

(Permanent) Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). An exclusion is a very serious decision that should only be taken as a last resort.

The 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 such as staff or pupils in the school.

As per the scheme of delegation, Headteachers are NOT authorised to make a Permanent Exclusion without prior approval of Trust Lead or, if unavailable, Deputy Trust Lead. **For any pupils who are vulnerable to Permanent Exclusion, the Head MUST work proactively to alert and Director of Inclusion. This should take priority within their role.**

In this instance, an **Exclusion Panel** is convened where the Headteacher sets out the behaviours placing the child at risk of Permanent Exclusion, as well as the preventative measures in place (including in class measures, wider measures involving specialists within school e.g. SENDCo, partnership working with family and / or wider agencies such as the Local Authority.) Wherever possible, the Headteacher will complete an 'Exclusion Panel Meeting' proforma (See Annex 1) and share with the DI ahead of the meeting. The Exclusion Panel is a supportive mechanism to enable careful consideration of the needs of the pupils as well as that of the wider school community.

If the decision is taken to Permanent Exclude, the Headteacher will notify the Chair of EAC and the Trust Lead will inform the Chair of the Board of Trustees. The DI will support the Headteacher, through the legal process of any exclusion.

For any permanent exclusion, Headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Separation of pupils for safeguarding Purposes

In certain circumstances, a school can temporarily 'prohibit' a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, the local authority must arrange education for the pupil if the school itself

or the pupil's parent does not do so. This is not an exclusion on disciplinary grounds but sits under a school's duty of safeguarding risk management and is linked closely to KCSIE Part 5.

The DFE guidance has specific expectations on this, including the principles of acting reasonably, rationally and in a procedurally fair manner. This guidance also sets out the expectation regarding notification to parents and others. This guidance **MUST** be followed in any case of Separation for safeguarding Purposes. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

3. Factors to consider before the decision to Suspend/ Exclude

Investigation and Pupil Voice

When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher 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 Headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The Trust Leadership team, when agreeing to an Exclusion, must take account of their legal duty of care when sending a pupil home following an exclusion.

Pupils should be supported express their views, including through advocates such as parents, or social worker, if they have one. This should consider their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. Taking into account the pupils' age and developmental stage, they should inform the pupil about how their views have been factored into any decision made.

Whilst an exclusion may still be an appropriate sanction, the Headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider other possible actions, set out in page 16 of the Behaviour in Schools Guidance. [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

Offsite Direction, Managed Moves, Alternative Provision

In addition to strategies set out regarding initial intervention (Page 27 of Behaviour in Schools guidance) Headteachers, in consultation with consult the Director Inclusion could consider the following measures as preventative measures to exclusion:

- a) an off-site direction (temporary measure that maintained schools and academies for similar purposes can use)
- b) managed moves (permanent measure) as preventative measures to exclusion
- c) use of Alternative provision.

Headteachers considering either of these options should ensure the pupil is supported to share their view and kept informed of how this is taken into account in the decision-making process.

In such cases, Headteachers should follow Part 4 of DFE guidance on Exclusions and Suspensions, as well as, wherever possible, work in partnership with the Local Authority. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP. See Annex 3 for detail.

The Trust Attendance and Absence Policy has detailed information on the coding of attendance for these provisions.

Alternative Provision

Any use of Alternative Provision (AP) should be based on a clear understanding of the support a child or young person needs to improve their behaviour, alongside any identified SEND or health needs. It must not be used as a sanction or punishment for past misconduct. Off-site direction should only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.

Leaders must be aware of, and fulfil, their statutory duties, including completing all required safeguarding checks, as set out in the DfE guidance . [Arranging Alternative Provision - guide for LAs and schools](#)

The nature of the intervention, its objectives, and the timeline to achieve these objectives should be clearly defined and agreed with the alternative provision upfront. The plan should then be frequently monitored and reviewed. Pupils must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling.

Before an AP placement begins, leaders must complete the Alternative Provision Protocol Form. This supports schools in meeting their responsibilities and will automatically be shared with the Finance Team and the Director of Inclusion, for oversight.

This form will be reviewed as soon as possible and feedback given to the school on next steps. This could include further clarification of checks or agreements, such as funding agreements.

See Annex 3 for a PDF version of this Alternative Provision Form. [Alternative Provision Checklist.docx](#)

Removal from the academy due to illness

The Headteacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Offsite Direction

Off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. A governing board is responsible for arranging off-site direction under the law³⁰. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, a pupil must be recorded in the attendance register using code D. This code is used to indicate that the pupil is absent with leave to attend the other school at which they are registered.

When possible, in school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.

Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement.

The statutory guidance requires schools to act quickly and transparently when directing a pupil off-site. Parents (and pupils aged 18+) must be informed in writing as soon as possible, and no later than two school days before the placement begins. This notification must clearly set out key details, including where the provision will take place, who the pupil reports to, how long the placement will last, and the reasons and intended objectives. It must also outline the structure and timing of the school day. Where a pupil has an EHC plan, the local authority must also be informed. Parents, pupils, or the local authority have the right to request a review meeting, which must be arranged promptly (unless one has taken place within the last 10 weeks).

The school must keep the placement under regular review to ensure it is meeting its intended aims and supporting reintegration. Review meetings should involve parents, the pupil, and relevant agencies, and must be arranged at suitable times with proper notice. Decisions following reviews must be confirmed in writing within six days. Throughout the placement, schools must seek a curriculum which is as broad and balanced as possible, taking into account the pupils' specific needs. The placement should be based on clear evidence of prior interventions, supported by thorough information sharing and risk assessment, and should last only as long as necessary to improve behaviour and support a successful return to the home school.

Any consideration of Offsite Direction **MUST** have due regard to the full DFE Guidance on Suspensions and Exclusions, any placements already in place before 26th July 2026, must also have due regard for this guidance.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the pupil's best interests.

A managed move is a **permanent transfer** from one school to another. Once agreed, the pupil must be removed from the original school's admission register and added to the new school's register. The law does not allow for "trial" managed moves—any temporary placement should instead be arranged through **off-site direction**, which can later lead to a permanent move if appropriate. Where a pupil has an **EHCP plan**, the local authority must be involved and the plan formally amended. Before any move, both schools and relevant agencies must share comprehensive information, including attainment data, risk assessments, and support strategies, and the original school must demonstrate that appropriate interventions and support have already been attempted.

Managed moves must be **voluntary and transparent**, with strong safeguards for families. Parents should not be pressured into agreement, and concerns can be raised through complaints processes; Ofsted may judge schools poorly where moves amount to off-rolling. A pupil must not be excluded simply because a managed move is refused. All moves must comply with the **School Admissions Code**, meaning pupils cannot bypass waiting lists unless they meet the published criteria, and managed moves are separate from the **Fair Access Protocol**. Where families prefer a different school and a managed move is not agreed, they retain the right to apply through the normal in-year admissions process.

Any consideration of Managed Moves **MUST** have due regard to the full DFE Guidance on Suspensions and Exclusions.

4. Processes for Suspensions and Permanent Exclusions

Where a suspension or Exclusion is put in place, the legal process, as set out in the DFE Suspensions and Exclusions Guidance, will be followed. In addition, Headteachers MUST follow the expectations set out in this policy.

The DFE state:

"We are clear that we trust headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a Pupil."

The reasons are examples of the types of circumstances that may warrant a suspension or permanent exclusion are set out in section 1.

The Department for Education collects data on suspensions and permanent exclusions from all state-funded schools via the termly school census. Schools must provide information via the school census on pupils subject to any type of suspension or permanent exclusion in the previous two terms. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable).

Off rolling

Our Trust takes due regard to DFE guidance with regards to 'off-rolling' and 'unlawful exclusions'.

- Telling or forcing a pupil to leave school, or not allowing them to attend school, is a suspension (if temporary) or permanent exclusion (if permanent). Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to relevant parts of this guidance.
- Suspending a pupil for a short period of time, such as half a day, is permissible, however, the formal suspension process must be followed.

Failure to follow such processes may be 'off rolling'.

- A further example of off-rolling would be exercising undue influence over a parent to remove their child from the school under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or to find another school place.

Safeguarding (including Child on Child abuse (to be read in tandem with KCSIE, notably Annex 1)).

- If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following an Ethos & Advisory Committee review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.
- Schools have a statutory duty to make arrangements for safeguarding and promoting the welfare of their pupils. As part of this duty, schools are required to have regard to guidance issued by the Secretary of State. All schools must have regard to Keeping Children Safe in Education.
- Furthermore, schools have a statutory duty to co-operate with safeguarding partners once designated as relevant agencies. Equally, safeguarding partners are expected to name schools as relevant agencies and engage with them in a meaningful way. Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

5. Duty to Inform Parties

To ensure that a child receives the correct support and protection during a suspension or permanent exclusion, it is important that those responsible for their care are promptly informed when exclusions occur or there is a risk of them occurring. As well as communicating with the child where relevant throughout the exclusion process, this section sets out how and when schools should and must share information with parents, social workers, VSH, local authorities, and governing boards.

Informing Parents

Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents or the excluded pupil (if they are 18 years or older) of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay, after their decision, provide parents with the following information **in writing**:

- the reason(s) for the suspension or permanent exclusion
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent
- parents' right to make representations about the suspension or permanent exclusion to the governing board (in line with the requirements set out in paragraphs 116-126) and how the pupil may be involved in this
- parents' (or an excluded pupil if they are 18 years or older) right to make a request to hold the meeting via the use of remote access and how and to whom to make this request (further information on other information this should include can be found in Annex A: Key principles when conducting meetings via the use of remote access)
- how any representations should be made;

and • where there is a legal requirement for the governing board to consider whether the pupil should be reinstated, that parents or an excluded pupil (if they are 18 years or over) if the pupil is under 18 or the excluded pupil, aged 18 or over.

Paragraphs 82 to 91 gives guidance about section 51A Education Act 2002 30 older) have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above (paragraph 83) can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address.

Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Where a suspended or permanently excluded pupil is of compulsory school age the Headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier).

Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The Headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.

When a pupil is suspended or permanently excluded and alternative provision is arranged, the school must provide parents with clear written details. This includes the start date of full-time education, session times, the location of the provision, and information about who the pupil should report to on arrival. This information should be included in the initial notification wherever possible. If it cannot reasonably be confirmed on the first day, it must be sent separately without delay and no later than 48 hours before the provision begins, unless it starts before day six—in which case shorter notice can be given with parental agreement. See DFE Suspensions and Exclusions Guidance paragraphs 87 to 91 for more detail.

When notifying parents of a suspension or permanent exclusion, headteachers should initially make contact in person or by phone where possible, so parents can ask questions and understand the situation clearly. Schools should ensure communication is accessible and tailored to parents' needs (e.g. EAL or disability) and that the written notice clearly explains the reasons, circumstances, and required statutory information. Parents must also be told about key implications, such as whether the pupil can sit national curriculum tests or public exams, and—where multiple suspensions occur—their right to make representations to the governing board.

The formal notification must also explain how the pupil's education will continue immediately, before any alternative provision begins or the pupil returns to school. Information must be provided in writing using effective methods (e.g. email, text, or letter), with care taken to confirm receipt—especially if sent via the pupil. Schools should ensure all required details are included in line with statutory guidance and provide follow-up communication promptly where needed.

Parents must be signposted to free, impartial advice and support.

Key sources include:

- DfE guidance for parents: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>
- Local SEND Information, Advice and Support Services (SENDIAS): <https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network>
- Coram Child Law Advice: <https://childlawadvice.org.uk/information-pages/school-exclusion/>
- IPSEA (SEND legal advice): <https://www.ipsea.org.uk>

Providing these links ensures parents understand their rights and can access independent support throughout the process.

Vulnerable Pupils with SEND, including EHCP

Schools have clear legal duties when supporting pupils with SEND in relation to behaviour. Under the **Equality Act 2010**, schools must make reasonable adjustments for disabled pupils, including within behaviour and exclusion processes. The **Children and Families Act 2014** also requires schools to use their **best endeavours** to ensure appropriate provision for pupils with SEN, including support for behaviour where it is linked to need. Schools should work proactively with parents and regularly review whether existing support is appropriate, especially where behaviour is causing concern, in line with the Trust Positive Behaviour Policy.

Where there is a risk of suspension or exclusion for a pupil with SEN, disability or an EHCP plan, schools must work proactively with parents, the local authority and relevant professionals to consider **additional support or alternative provision**. For pupils with EHC plans, the local authority should be involved early and an **early annual review** considered. For those without a plan, schools should review support and consider requesting an EHC assessment if needed. If a **managed move** is being considered for a pupil with an EHC plan, the local authority must be involved and the plan formally amended before the move takes place.

Pupils with a social worker, including looked-after and previously looked-after.

The Trust recognises that, for children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm.

However, Headteachers should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both of these aspects into account.

- Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the Headteacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations. The Director for Inclusion should also be informed so that they can have oversight.
- Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH (Virtual School Headteacher) as soon as possible. The VSH, working with the DT and others, should consider how the school is using Pupil Premium Plus consideration of the effectiveness of the current PEP. This includes considering additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

- The PEP (Personal Education Plan) should be used to record the support in place or other measures. This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion. Monitoring of PEPs can be an effective way for VSHs to check on this.
- Where previously looked-after children face the risk of being suspended or permanently excluded, the school should engage with the child's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the pupil.
- Where a pupil has a social worker, including if they have a Child in Need Plan or a Child Protection Plan and as soon as the original school is contemplating a managed move and prior to it, the social worker should be notified as well as the DSL and (unless this would lead to safeguarding risks) the pupil's parents. For looked-after children, the relevant authority's VSH should also be notified of the proposed managed move. If agreed by all relevant parties that a managed move is in the best interests of the pupil, then the original and the new school should ensure any PEP is appropriately reviewed and amended to take account of the managed move and the relevant statutory duties on the new school and the local authority will apply.
- **Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker**, if a pupil has one, and the VSH, if the pupil is a LAC. This notification must include: the period of the suspension or permanent exclusion and the reason(s) for it, as well as the wider statutory information as set out in Part 5 of DFE Suspension and Exclusion. This must be provided in writing to the local authority.

Informing Trustees

In consultation with the Trust Leadership Team, the Headteacher would notify the EAC and the Trust Lead would notify the Trust Board if any of the following take place:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the 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 term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

These notifications would take place, without delay.

(See Monitoring and Evaluation for more info regarding Trustees oversight).

Informing the Local Authority

The local authority must be informed without delay of all school suspensions, regardless of the length of the exclusion or Permanent Exclusion. For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the Headteacher must also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it without delay. The headteacher must also inform the governing board once per term of any other suspensions of which they have not previously been notified- this is done through the Vulnerable Pupil Dashboard.

Local Authorities have designated ways of informing them, as well as template letters for schools to use. Please refer to the local authority webpages for more information.

Devon

<https://www.devon.gov.uk/support-schools-settings/inclusion/education-inclusion-service/forms-3/>

Cornwall

[Cornwall Services for Schools](#)

Torbay

Must email: CSCentral@torbay.gov.uk and contact D Hamer

[NEW Model Letters for Suspensions and Exclusions - Aug 2023 \(1\).docx](#)

It is important to note that Local Authorities do update their websites and links. The Director of Inclusion, will oversee the Headteachers legal process of any exclusion.

Guidance to the headteacher on informing the governing board about an exclusion

Under of Scheme of Delegation, the Governing Board has delegated powers to Local Exclusions Committee. The headteacher should work with the governing board to ensure clear, lawful processes are in place for handling suspensions and permanent exclusions. This includes confirming that parents and pupils are aware of their rights to have decisions reviewed, that meetings are scheduled within legal timeframes at convenient times for all parties, and that pupils are appropriately involved. All relevant, anonymised documentation should be shared in advance. The headteacher must also clearly inform governors about the need to consider reinstatement, including correct timescales and whether this depends on parental representations. In addition, governing boards should have effective systems for timely parental input, use up-to-date communication templates, and ensure governors understand exclusion processes—supported by training where needed in areas such as behaviour, equality law, and special educational needs.

6. Reintegration

As part of the Schools Positive Behaviour Policy, through the Repair stage, pupils will be supported to reintegrate successfully into school life and full-time education following a suspension, separation for safeguarding purposes or period of off-site direction.

Reintegration Meeting

This will be led by a member of SLT, if not the Headteacher, upon the pupil's return to school. Where possible this meeting should include the pupil's parents.

During this meeting, the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. The school will explain how they will:

- Provide the pupil with a fresh start and to have support to follow the school's behaviour curriculum.
- Help them understand the impact of their behaviour on themselves and others so that they can reflect upon possible triggers and consider ways to support emotional regulation.
- Foster a renewed sense of belonging within the school community

- Build engagement with learning.

A 'Reintegration Meeting Proforma' (see Annex 2) must be made of the meeting and agreed actions by parties involved and logged on the pupil's behaviour log/ Cpoms etc. A copy will be shared with parents.

If the parents do not attend, support should be still provided so that the pupils is supported to reintegrate and the Reintegration Meeting Proforma should still be completed to capture the actions taken.

Where necessary, schools should work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists, or the Local Authority, to identify if the pupil has any SEND and/or health needs.

See Attendance and Absence Policy for information on Part time timetables use.

7. Cancelling (rescinding) Exclusions

The Headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the Ethos & Advisory Committee (EAC) has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:

- The Headteacher must notify the parents, the Ethos & Advisory Committee, the LA and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;
- The EAC's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;
- Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the Headteacher to discuss the circumstances that led to exclusion being cancelled which should be arranged without delay;
- The pupil must be allowed back into the school from which they were excluded without delay.
- Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year (see paragraph 6)

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school day.

8. Duties to arrange education for excluded pupils

For a suspension of more than five school days, the Trustees (or local authority about a pupil suspended from a PRU) must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty.

This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place. This will be the pupil's 'home authority' in cases where the school is in a different local authority area.

Particular care should be taken with regards to pupils with SEND or LAC.

See Part 6 of DFE Suspension and Exclusion Guidance for further detail.

9. Trustee's duty to consider an exclusion

Trust Boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties. At the Learning Academy Partnership, this is delegated to Board of Trustees Exclusion Committee and are called 'Exclusion Review Meetings' for the case of Permanent exclusions, suspensions over 16 days in a term or where a suspension would result in a child missing a national curriculum test.

There is very clear statutory framework around this duty which is summarised below and depends on the nature of the Suspension or Permanent Exclusion. This MUST be read in conjunction with Annex 3 of this policy (which is taken from DGE guidance paged 43 onwards).

[Suspension and permanent exclusion guidance](#)

Duration/ nature of Suspension/ Exclusion	Governance Duties
0-5 days in a term	The Committee (EAC) must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents
6 to 15 days in a term	If the parents make representations, the Committee (EAC) must consider and decide within 50 school days of receiving the notice of suspension whether the suspended pupil should be reinstated. In the absence of any representations from the parents, the Committee is not required to meet and cannot direct the reinstatement of the pupil.
16+ days in a term - A permanent exclusion - Suspension would result in pupil missing a national curriculum test.	The Board of Trustees Exclusion Committee must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion.

Remote Access for Exclusion Review Meetings.

Parents (if the pupil is under 18) or excluded pupils (if they are aged 18 years or older) can request a meeting to be held via the use of remote access but this should not be a default option. EACs or arranging authorities must hold the meeting via the use of remote access, if the request has been made correctly as set out in the Headteacher's written notification or the EAC's written notification to the parents that they can request an IRP. Holding meetings via remote access must only be done if EACs or arranging authorities are satisfied that the meeting is capable of being held fairly and transparently.

Annexes 3,4 and 5 sets this out in more detail.

The following parties must be invited to a Board of Trustees Exclusion Committee and allowed to make representations or share information:

- Parents (and, where requested, a representative or friend).
- The pupil if they are 18 years or over.
- The Headteacher.
- A representative of the local authority (in the case of a maintained school or PRU) (parents may request that the local authority and/or the home local authority attend a meeting of an academy's governing board as an observer. The academy trust is not required to agree to such a request, and any representative from the local authority may only make representations if the governing board gives consent)
- The child's social worker if the pupil has one; and
- The VSH if the child is LAC.

10. Monitoring and evaluating the use of Suspensions and Exclusions, etc

Governing boards should routinely challenge and evaluate what their school's data indicates about pupil movement. This includes carefully considering the levels and characteristics of pupils leaving the school, whether through permanent exclusion, removal from the admission register, off-site direction, or any other form of pupil movement to ensure that such actions are taken only, when necessary, as a last resort. They should deploy maximum challenge to school leadership to understand these movements and identify any emerging patterns that may require further scrutiny or action.

This section includes information on data that is reported termly to the Inclusion and Standards Committee monitor, challenge and hold leaders to account on the effectiveness of provision in schools and the implementation of this policy. This is fed up into the Trust Board, who continue to challenge and evaluate what their school's data is telling them about the schools in the Trust with the data above being

From this, the Director of Inclusion will evaluate the effectiveness of provision and policy at school level, as well as Trust wide. From this, feedback, challenge and the sharing of best practice will take place regularly with Headteachers. Rapid support will be put in place where this is identified as a need.

The following are monitored and evaluated **termly** by Headteachers, Trust DI and Governing Board (Through the Education, Inclusion and Standards committee), as part of the **Vulnerable Pupil Dashboard** (including understanding the characteristics of pupils.)

- Attendance data, including absence codes
 - Internal Suspension
 - Suspensions, including repeat suspensions
 - Exclusions, including any patterns
 - Separation for Safeguarding Purposes
 - Managed Moves/ Off sight Direction/ Use of AP and review of this.
 - Incidents of Searching or screening
 - Removal from classroom and Internal suspension
 - Pupils who have been Electively Home Educated
 - Pupils accessing Alternative provision
 - Pupils on a Part Time, timetable (See Attendance and Absence in Term Time Policy)
- Attendance data: see Attendance and Absence in Term Time Policy for more detail on data evaluations.

The DFE guidance also expectations of wider data sets and these are mapped out in the Trust Governance cycle.

This structure meets the DFE expectations (as set out in Paragraphs 130):

Governing boards should consider:

- effectiveness and consistency in implementing the school's behaviour policy
- the school register and absence codes
- instances where pupils receive repeat suspensions
- interventions in place to support pupils at risk of suspension or permanent exclusion
- any variations in the rolling average of permanent exclusions to understand why this is happening, and to ensure they are only used when necessary
- timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working

- understanding the characteristics of excluded pupils, and why this is taking place
- whether the placements of pupils directed off-site into alternative provision, or the separate arrangements made to keep pupils apart for safeguarding purposes are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it.
- understanding and making use of performance data in the following areas to hold school leaders to account and to make informed decisions:
 - pupil numbers, attendance, and exclusions
 - attainment and progress
 - curriculum planning and class sizes
 - financial management and governance
 - quality assurance
 - safeguarding and well-being
 - the school community, including staff, pupils, parents, and the governing board
 - building an evidence base from the most recent and accessible data to identify successes and root causes of problems
 - using data to benchmark and analyse trends to improve educational and financial outcomes.

11. Further Guidance and Duties

There are exacting details and requirements of schools following a suspension or permanent exclusion. See the DFE policy [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) for detail on

- Board of Trustees duty regarding removing a Permanently excluded pupils name from school register.
- Duty to arrange Independent Review Panel.
- Role of Review Panel Members.
- Duty to reconsider reinstatement.
- LA role in overseeing financial readjustment.
- Guidance on police involvement.

Annex 1: Exclusion Panel Meeting Proforma

Learning Academy Partnership Suspension & Permanent Exclusion Panel Meeting with Director Inclusion.

To be completed where possible before the panel meeting and shared with those attending.

Date _____ School

Attendees:

Headteacher:

Name of Vulnerable Pupil	Year Group	Identified additional needs/ PP
Behaviours causing concern	Regularity of behaviours	Thresholds on Positive Behaviour Policy/Local Authority Threshold
Strategies used	Referrals made	Impact
Possible options		

Annex 2: Reintegration Meeting Proforma

Pupil Name and Year Group	
Suspension, Separation for safeguarding purposes or return from Off Site Direction. (State which one)	
Behaviour category for Suspension (as stated in parent letter)	
Date of suspension (include which days of week). Number of sessions in total.	
Actions by the school to support pupil reintegrating back into their class and school community.	
Actions and feedback from the pupil (as appropriate)	
Actions by the parent to support pupil reintegrating back into their class and school community.	
Parent name, date and signature	
Staff name, date and signature	

Annex 3: Alternative Provision Safeguarding Checks

Schools **MUST** ensure that they have due regard for the DFE guidance:

[Arranging Alternative Provision - guide for LAs and schools](#)

A good AP should:

- **Good academic achievement on par with mainstream schools, with appropriate qualifications**
- The pupils should not be 'written off' and expectations lowered due to attending AP.
- AP should be a mechanism for such pupils to thrive.
- What accreditation will your pupils have when they leave AP?

- **A focus on breaking down barriers to attainment**
- How does the AP work towards addressing the specific needs of your pupils?
- How are these different to what your school can already offer?

- **Improved confidence and engagement with education**
- How does the provider plan to monitor this?
- Have they got a track record of improving the attendance of pupils?

- **Defined objectives that the child can work towards**
- Is the plan to reintegrate the child back into full time mainstream education?
- Or will they go onto further training or employment following the placement? Either way, this long-term strategy should be considered in the early stages of the placement.

- **Look for the provider to be registered if they meet the legal requirement to do so**
- AP providers are not always registered! And legally, they do not all need to be. Crucially, if they are not registered, **they are not inspected.**
- The provider needs to be registered if it provides full-time education for:
 - a. 5 or more pupils of compulsory school age
 - b. 1 or more pupils of compulsory school age with an EHCP
 - c. 1 or more pupils of compulsory school age that are looked after by the local authority. You should ensure that if these requirements are met, the provider is registered accordingly.

Remember, although it may be suitable for some pupils, any use of unregistered provision is likely to bring increased scrutiny during any inspection.

What are your Safeguarding responsibilities and the most common mistakes made when using Alternative Provision?

It is vital to remember that when you send a child to AP, you are **not** handing over responsibility for the safeguarding of that pupil.

KCSIE is clear: “Where a school places a pupil with an alternative provision provider, **the school continues to be responsible for the safeguarding of that pupil** and should be satisfied that the provider meets the needs of the pupil.”

As the school, you retain responsibility for the safeguarding of that pupil. It is not solely down to the AP to safeguard them, and you need to work together to ensure that they are kept safe. The young people sent to AP are often some of the most vulnerable pupils at school, so schools need to be extra vigilant in ensuring their safety.

DfE guidance states that pupils should remain dual-registered when attending AP, even if they are attending AP for most or all their school day.

What must schools do ensure pupils in AP are safe?

According to KCSIE, schools must: *Obtain, in writing, confirmation directly from the provider that safeguarding checks have been carried out on individuals that are working at the provision.*

KCSIE 2025

- Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil’s needs.
- The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.
- Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child’s needs. Where

safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

- The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:
- Alternative Provision DFE statutory guidance and • Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance

CHECKS

1. Written confirmation of checks.

Ensure that this written confirmation is saved in a location accessible to relevant members of staff.

2. Physically visiting the provision and conducting your own safeguarding quality assurance process

At the very least, check its registration status (and whether it needs to be registered), its Child Protection policy and assessments of hazardous activity that the pupil may potentially be involved in (e.g. if it is a garage, are the Health and Safety arrangements suitable?).

3. Agree an attendance policy.

You should know the location of your pupil every single day and have an agreed, established procedure to follow if the pupil does not attend the AP as expected.

4. Establish a contact plan.

Outline when you will visit the pupil at the AP, how you will keep in touch with the provider and who will oversee contact with the child's parents or carers.

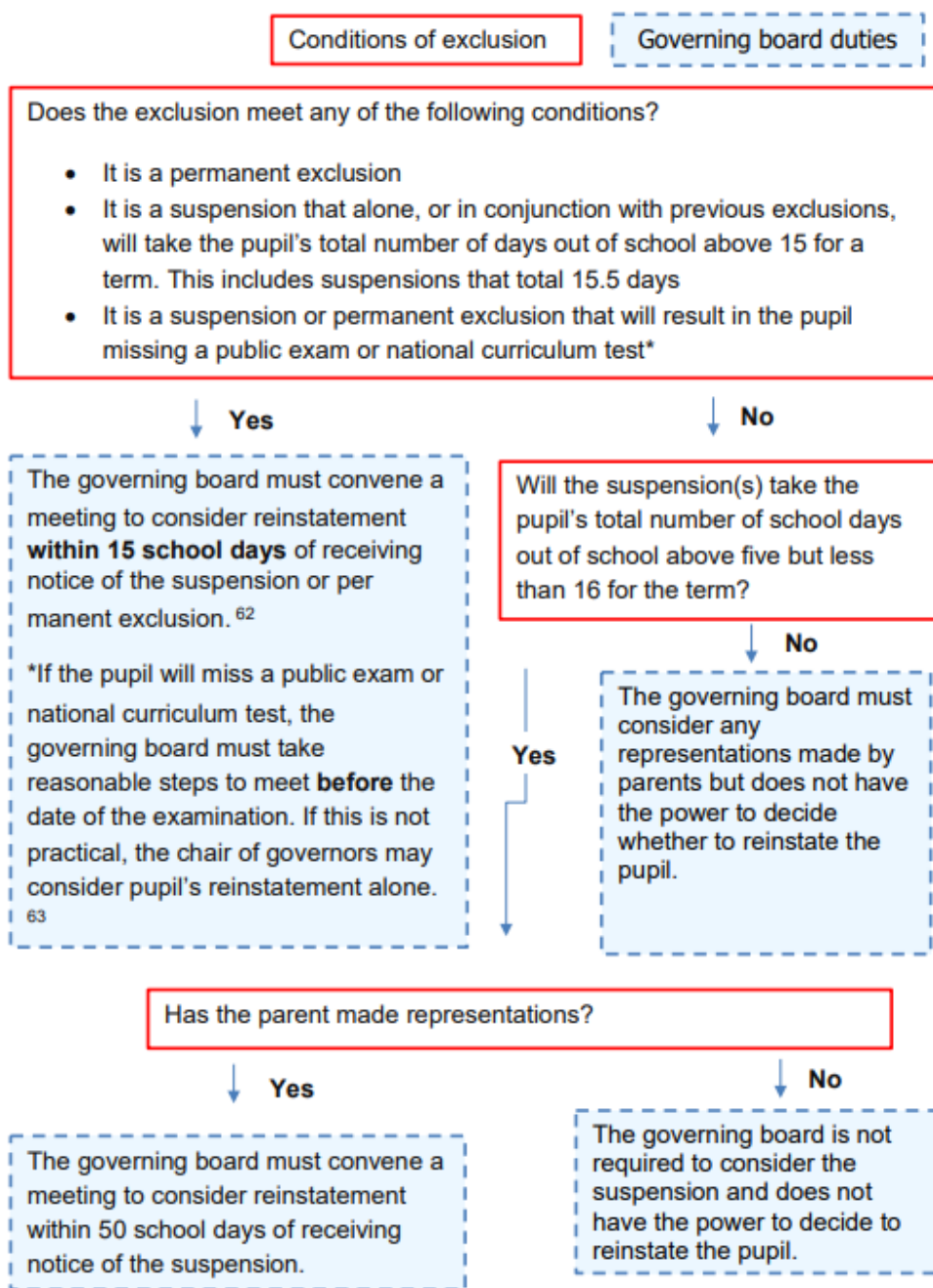
5. Check their suspensions and exclusions policy. For 16+ suspensions in 1 term, should have held a formal Governors meeting (see page 39 of DFE guidance). [Suspension and permanent exclusion guidance](#)

Local authority responsibility (as per AP DFE guidance)

Referral and admissions policies for alternative provision 40. Schools and local authorities, working in consultation with management committees and the governing bodies of alternative provision Academies and AP Free Schools, should set an overall policy for referrals or admission to alternative provision. There should be clear criteria for referring and admitting pupils, including those who are dual registered. Pupils should be dual registered from the beginning of the first day of which the school has commissioned the alternative provision. For the purpose of the school census a pupil should be dual main registered at their school and dual subsidiary registered at the alternative provision.

Annex 4: Flow chart for Exclusions Committee Panel Meeting

A summary of the governing board's duties to consider reinstatement⁶¹



⁶¹ Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶² The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶³ The ability for a chair to review in the case of public exams refers only to maintained schools.

Annex 5: Guidance for Chair of Permanent Exclusion Committee Panel Meetings

Paragraphs 112 onwards on the DFE guidance

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) outlines the process.

Outline of the meeting:

Welcome attendees and ensure everyone understands each other's role etc, outline purpose of the meeting. Everyone will have had the paperwork, 5 days before.

Giving representation:

Ask each person to give representation - school, parents, social worker. Much of this will be in the paperwork. *Note that SEND and local authority do not have automatic right to make representation as we are an academy.* You can invite them to do so but may be worth reminding them that they have no automatic right.

Making a decision:

Ensure all parties (except panel and clerk) leave whilst panel makes decision. Note minutes will capture this and minutes can be made available to parents.

Panel are deciding if and I quote from guidance:

" In reaching a decision on whether a pupil should be reinstated, the governing board should consider whether the decision to suspend or permanently exclude the pupil was lawful, reasonable, and procedurally fair. This should consider the welfare and safeguarding of the pupil and their peers, the headteacher's legal duties, and any evidence that was presented to the governing board in relation to the decision to exclude."

The governing board should note the outcome of its consideration on the pupil's educational record, and copies of relevant papers should be kept with the educational record.

In cases where the governing board considers parents' representations but does not reinstate the pupil, it should consider whether it would be appropriate to place a note of its findings on the pupil's educational record.

After the decision:

Depending on the decision, there are then different steps to take and inform: paragraphs 150 of DFE guidance onwards.

You may wish to invite family and members back in but you do not NEED to as this can be done via letter but it is I think always fair to let them know face to face.

Regarding documents, this info may help:

- Sections 2,3 and 4 of the LAP's Suspension and Permanent Exclusion Policy – what is an exclusion and what can children be excluded for?
- Section 9 of the LAP's Suspension and Permanent Exclusion Policy – Trustees duty to consider an exclusion
- The chronology of incidents.
- DfE guidance – suspensions and permanent exclusions – Page 11, section 2. 'Is the exclusion lawful, reasonable, fair and proportionate.'
- Any documents outlining the pupil's support and provision, e.g. SEND Individual Support Plan

The school will also share with you a pack (5 days before the meeting) which will be shared with all parties invited to the meeting.

Annex 6: A summary of the Exclusions Committee's duties to consider re instatement.

1. Is it a permanent exclusion?

If the answer is yes, the governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the permanent exclusion.

If the answer is no, go to step 2.

2. Is it a suspension that alone, or in conjunction with previous suspensions / exclusions, will take the pupil's total number of days out of school above 15 for a term?

If the answer is yes, the governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension. This includes suspensions that exceed 15 school days by less than a whole day, e.g. one that totals 15.5 days.

If the answer is no, go to step 3.

3. Is it a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test?

If the answer is yes, the governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion. The governing board must also take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.

If the answer is no, go to step 4.

4. Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

If the answer is yes, go to step 5.

If the answer is no, the governing board must consider any representations made by parents⁶⁵ but does not have the power to decide whether to reinstate the pupil.

5. Has the parent made representations?

If the answer is yes, the governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

If the answer is no, the governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.