

Pupil Suspension and Permanent Exclusion Policy



Our Mission

'At SS John and Monica's we learn through the example of Jesus to love, respect, understand and value each other'

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1. Aims

Our aims are to:

- maintain a calm, safe and supportive environment in which pupils can learn and staff can teach;
- **make sure pupils in school are safe and happy;**
- apply suspensions and permanent exclusions **lawfully, reasonably and fairly;**
- **make sure the exclusions process is applied fairly and consistently;**
- **help governors, staff, parents/carers and pupils understand the exclusions process** (with clear guidance, templates and timelines);
- prevent exclusion through early help, high-quality teaching, and graduated behavioural support;
- safeguard all pupils, especially those who are vulnerable, including pupils with SEND, those with a social worker, and looked-after and previously looked-after children;
- work in partnership with parents/carers and the local authority (LA) to secure timely, suitable education for any pupil not in school; and
- **prevent pupils from becoming NEET (not in education, employment or training)** by securing suitable ongoing education for any pupil not on site.

2. Legislation and statutory guidance

This policy has regard to, and should be read alongside, current Acts, regulations and DfE guidance. Where this policy says "must", it reflects statutory requirements. Core sources include:

- School suspensions and permanent exclusions – statutory guidance (GOV.UK): <https://www.gov.uk/government/publications/school-exclusion>
- Latest PDF: https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
- Behaviour in Schools – advice: <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Searching, Screening and Confiscation: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Alternative Provision – statutory guidance: <https://www.gov.uk/government/publications/alternative-provision>
- Keeping Children Safe in Education (KCSIE): <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- School Attendance (Pupil Registration) (England) Regulations 2024: <https://www.legislation.gov.uk/ukxi/2024/208>
- Working together to improve school attendance – Aug 2024: https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf
- Equality Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

2A. Off-rolling (prohibited)

“Off-rolling” is a form of gaming where a pupil is removed from roll or their normal attendance is curtailed primarily in the school’s interests rather than the pupil’s. Examples include (not limited to):

- removing a pupil from the admission register **without** a formal permanent exclusion and proper process;

- **pressuring/encouraging** parents to remove a pupil (including to electively home educate) when not in the pupil's best interests;
- keeping a pupil on roll **but not allowing normal attendance** (e.g., part-time timetable/AP used as an informal exclusion), or directing a pupil off-site without a lawful basis, review and reintegration plan.

Our commitment: We do not off-roll. Any removal from roll will only occur on the lawful grounds in the Pupil Registration Regulations 2024. Any suspension or permanent exclusion is **only on disciplinary grounds**, in line with DfE guidance. Part-time timetables are **not** a disciplinary sanction or an informal exclusion; where used for medical/transition reasons they are exceptional, time-limited, reviewed and consented. Exclusions are never used for non-disciplinary reasons (e.g., attainment, additional needs/disability, pregnancy, uniform/appearance, parental actions).

3. Definitions

- **Suspension:** temporary removal from school for a fixed number of school days (previously 'fixed-term exclusion'). Source: DfE School suspensions and permanent exclusions (statutory guidance), GOV.UK – <https://www.gov.uk/government/publications/school-exclusion>
- **Permanent exclusion:** removal from roll, subject to statutory review processes. Source: DfE School suspensions and permanent exclusions, GOV.UK – link above
- **Off-site direction:** directing a pupil to attend another setting to improve behaviour for a set period with objectives and reviews. Source: DfE exclusions guidance & DfE Alternative provision, GOV.UK – <https://www.gov.uk/government/publications/school-exclusion> | <https://www.gov.uk/government/publications/alternative-provision>
- **Managed move:** an agreed trial transfer between schools as a planned intervention (not an exclusion), with informed consent and review points. Source: DfE exclusions guidance & DfE guide for parents, GOV.UK – <https://www.gov.uk/government/publications/school-exclusion> | <https://www.gov.uk/government/publications/school-exclusion-guidance-for-parents>

Use of terms: This policy uses "suspension" and "permanent exclusion" consistently. Managed moves and off-site directions are **not** exclusions.

4. Roles and responsibilities

This section blends DfE requirements with our school's procedures. Wording is our own so duties are unambiguous and practicable in a maintained primary context.

4.1 Headteacher / Acting headteacher – powers and thresholds

- **Sole authority:** Only the **headteacher** (or **acting headteacher**) may suspend or permanently exclude a pupil, and only on **disciplinary grounds**. May relate to behaviour in school, on school activities/visits, the journey to/from school, or outside school where it impacts the school community.
- **Last resort:** Permanent exclusion is used **only when absolutely necessary** - for a **serious one-off incident** or **persistent/escalating behaviour** where alternatives have not worked and remaining would **seriously harm** others' education/welfare.
- **Use of suspension:** Suspension will be used to (i) uphold the Behaviour Policy; (ii) send a **clear signal** that behaviour is unacceptable; (iii) show where behaviour places the pupil at **risk of permanent exclusion**. If suspensions become **frequent**, the head reviews efficacy and adds additional strategies.
- **No off-rolling / non-disciplinary removals:** We do not use exclusion to manage numbers or need; see §2A.

4.2 Headteacher – decision process (fair, reasonable, proportionate)

- Consider **all relevant facts and evidence** on the **balance of probabilities**, including provocation/mitigation;
- Ensure **pupil voice** is heard; support with an advocate (parent/carer or social worker) and age-appropriate methods where needed;
- Take account of **SEND/disability** and reasonable adjustments; consider if behaviour may be a manifestation of need;
- Consider whether the pupil is **vulnerable** (has a social worker or is looked-after) and whether additional support is required;
- Consider whether **realistic alternatives** have been tried/are unsuitable (for suspensions: sanctions/restorative/targeted support; for risk of permanent exclusion: off-site direction with objectives/reviews; managed move).

The head will **not decide** until the pupil has been heard and will explain how the pupil's views informed the decision.

4.3 Headteacher – informing parents/carers (or pupil if 18+)

- Where a pupil is **at risk**, the head informs parents **early** to discuss factors and support.
- If a decision is made, parents (or the pupil if 18+) are told without delay by phone/in person of the **reasons** and **length**.
- **Written notice** is provided **without delay**, setting out: reasons; length (or that it is permanent); **how to make representations** to the Governing Board (GB); when a GB meeting must be held; that parents/the pupil may attend, be represented (at own expense) and bring a friend; and the **option to request a remote meeting and how to request it**.
- **First 5 school days (compulsory age)**: letter states parents **must ensure the pupil is not in a public place** during school hours (or until AP starts/return date, if sooner); warns of **penalty notice/prosecution**; specifies the days.
- **Alternative provision (AP) details (where arranged)**: start date, session times, address, first-day contact. If not available by end of day 1, supply ASAP and no later than 48 hours before AP starts (shorter notice only if AP begins before day 6 with parental consent).
- **Cancellation**: If the head cancels before GB review, notify parents (or the pupil if 18+) **without delay** with reasons.

4.4 Headteacher – statutory notifications

- **To GB**: without delay—any **permanent exclusion** (including conversion after a suspension), any case taking the pupil over **5 school days** (or **10 lunchtimes**) in a term, any case causing the pupil to miss a public exam/test, and any cancellation (with reasons).
- **To LA**: all suspensions and permanent exclusions **without delay**, with reasons and length (or that it is permanent); notify the home authority for a PE where the pupil lives outside the school's LA; notify without delay of any cancellation with reasons.
- **To social worker/VSH (if applicable)**: notify as early as possible when at risk, and **without delay** after a decision (decision, reasons, length/permanent, exam/test impact, cancellation and reason). Invite to GB meetings.

4.5 Governors Exclusion Panel & Clerk

Note: Any Governor with a conflict of interest or any Parent Governor with a child in the same class as a permanently excluded child may not sit on the panel for that particular case.

- **Governors' Exclusion Panel**: at least **3 governors** (no staff governors). Meets within statutory timescales (see §7). May meet **in person** or (on request and fairness conditions met) via **remote access**.
- **Functions**: review lawfulness/reasonableness/fairness; decide to **reinstate** (immediately or on a date) or **decline**; issue a **reasoned** written decision.

- **Decision letters:** for PE not reinstated, set out **IRP rights**, deadline, and how to request an **independent SEN expert**.
- **Oversight:** monitor exclusion data (see §14); ensure **no off-rolling** and exclusions are **never** for non-disciplinary reasons.
Clerk schedules meetings, circulates **evidence bundles** (§10A), records minutes, and manages **remote access** logistics where agreed.

4.6 Local Authority (LA)

- Receives statutory notifications; arranges day-6 education for **permanently excluded** pupils; supports attendance coding/destinations; processes removal-from-roll returns.

4.7 Parents/carers and pupils

- May make **representations** to the GB and request **remote access**; for PEs, may apply for an **IRP** and request a **SEN expert**. Parents must ensure the pupil is **not in a public place** during the first **5 school days** of a suspension/exclusion (or until AP starts/end date if sooner).

4.8 Designated Safeguarding Lead (DSL) & SENCO

- **DSL:** reviews each decision for safeguarding; coordinates multi-agency liaison; ensures risk/welfare checks.
- **SENCO:** advises on needs/reasonable adjustments and whether behaviour may link to SEND; aligns support/PSP with Assess-Plan-Do-Review.

4.9 Staff

- Follow the Behaviour Policy; secure safety; take **factual statements**; preserve evidence; log incidents promptly; implement support and reintegration plans.

5. Decision-making and investigation (suspension/permanent exclusion)

(DfE page references are to the Aug 2024 guidance.)

5.1 Immediate actions (safety & safeguarding)

- Secure safety; alert the **DSL** where safeguarding issues are indicated (incl. sexual violence/harassment). Follow KCSIE; complete risk/needs assessments as required. (*DfE p.16*)
- If the incident involves a **search**, follow our Searching, Screening and Confiscation policy and DfE guidance (current GOV.UK page).

5.2 Establishing the facts (standard of proof)

- Apply the **civil standard: balance of probabilities**; ensure decisions are **lawful, reasonable, fair, proportionate**. (*DfE p.10*)
- Gather dated/timed statements and evidence (CCTV, logs, witness accounts). Consider **provocation/mitigation**.

5.3 Pupil voice and representation

- Enable/encourage the pupil to **participate**, with advocacy if needed (parent/carer, social worker). Record **how** their views informed the decision. (*DfE p.40–41*)

5.4 Equality, SEND and vulnerability checks

- Consider if behaviour is a **manifestation of need**; make **reasonable adjustments**; review SEN support; involve social worker/VSH where applicable. (*DfE p.40–41; KCSIE*)

5.5 Consideration of alternatives (before permanent exclusion)

- **Suspensions** can signal unacceptable behaviour and risk of PE; if frequent, review efficacy and add strategies. (DfE p.11)
- Consider **off-site direction** (objectives/reviews/reintegration plan) and/or a **managed move** (voluntary). (DfE p.18–21; para 48 on managed moves p.21)

5.6 Thresholds for permanent exclusion (last resort)

- Permanent exclusion **only**:
 - (a) for a **serious** breach or **persistent** breaches of the Behaviour Policy; **and**
 - (b) where remaining in school would **seriously harm** the education or welfare of others. (DfE p.12)

5.7 Suspension rules: duration, extension & conversion

- Max **45 school days** in an academic year; lunchtime suspensions count as $\frac{1}{2}$ **day**. (DfE p.11)
- You **cannot** extend a suspension or **convert** it to a PE. In **exceptional** cases (e.g., new evidence), a **new** suspension may follow immediately after the first ends, or a **PE** may start immediately after the suspension ends. (DfE p.11–12)

5.8 Decision record (headteacher)

- Record: facts; balance-of-probabilities finding; pupil views; SEND/disability & adjustments; vulnerability & professional involvement; alternatives considered and why insufficient; proportionality; behaviour location (in/out of school); date/time; signatures.

5.9 Notifications & day-1 duties (headline – see §4)

- **Parents/carers**: phone/in person **without delay**; **written** notice **without delay** with statutory content. (DfE p.25)
- **First 5 days**: parents ensure pupil **not in a public place** during school hours; warn of **penalty notice/prosecution**; specify days. (DfE p.25)
- **AP details**: start date, times, address, first-day contact; supply later if needed, **no later than 48h before** AP starts; exception if AP before day 6 **with consent**. (DfE p.33)
- **LA/GB/social worker/VSH notifications**: “**without delay**” timings. (DfE p.7–8; p.34–41)

5.10 Governing Board triggers & timelines

- GB meets within **15 school days** for: **PEs**; suspensions totalling **>15 days** in a term; or where a pupil would **miss an exam/test** (seek to meet **before** the exam; chair may consider alone if not practicable). (DfE p.34–35, p.39)
- For suspensions **>5 and <16 days** in a term, if parents make representations, GB meets within **50 school days**; otherwise the GB considers representations but **cannot** direct reinstatement. (DfE p.35, p.39–40)

5.11 Remote access to GB/IRP (on request)

- May be held by **remote access** if parents request **and** fairness/participation conditions are met (access/participation; identification; fairness; privacy/security; stable connection). If not, arrange **face-to-face**. (DfE p.65–67)

5.12 Cancellation (withdrawing/rescinding)

- Head may **cancel** a suspension/PE **before GB meets**; notify parents, GB, LA, and (where relevant) social worker/VSH **without delay** with reasons; follow guidance steps. (DfE p.7; definition p.4)

5.13 Removal from roll after permanent exclusion

- **Do not** remove from roll until the IRP window has passed or any IRP and required reconsideration are complete. Submit required LA return at removal. (DfE p.46–47; Pupil Registration Regs 2024)

5.14 Education during first 5 days / day-6 duty

- Set and mark **accessible work** during the first **5 days** if AP not in place. For pupils with a social worker/LAC, aim for **AP from day 1** with LA/VSH. GB ensures suitable **full-time** education from **day 6** of a suspension. (*DfE p.33*)

5.15 Reintegration meeting (after suspension or cancelled exclusion)

- We will hold a **reintegration meeting within 2 school days of the pupil's return** (pupil, parent/carer, class teacher; SENCO/DSL attend if appropriate).
- **Written plan and review (where appropriate):** Following the meeting we may, where helpful, agree a brief written plan (normally up to 3 targets) and one review date (typically 2–4 weeks). If a written plan/review is not required, this will be noted in the meeting record with a short rationale.
- **Possible supports** (only if needed): welcome-back conversation; simple classroom adjustments; short restorative conversation; curriculum catch-up tasks; referral/signposting to external services only if thresholds are met.
- **Part-time timetables:** Not used to manage behaviour. Where used for medical/transition reasons, they must be exceptional, time-limited, agreed with parents, and include a clear end date.
- **Record-keeping:** A short note of the meeting—and, if used, the plan and review date—will be kept on the pupil file and shared with relevant staff the same day.

5A. Evidence and record-keeping standards (operational)

Maintain an auditable record including:

- **Incident chronology** (this year + last if relevant) with sanctions/support/outcomes;
- **Witness statements** (dated/signed; facts only; scribed for young pupils with note);
- **Pupil account** (age-appropriate; antecedents/triggers);
- **CCTV/media** notes (time/date, who viewed, what it shows; stored securely);
- **Searching/confiscation** log (who/witness, grounds, time/place, items, disposition);
- **Safeguarding** (DSL notes; referrals; risk assessments);
- **SEND & equality** (reasonable adjustments; APDR; external advice; equality check);
- **Support provided** (behaviour plan/**PSP**, interventions, mentoring; welfare checks during suspensions; reintegration plans/impact);
- **Multi-agency** contacts (parents, social worker, VSH, police);
- **Communications** (letters/emails/call notes).

5B. Due-diligence checklist before considering permanent exclusion

Confirm:

- seriousness/persistence threshold met **and** remaining in school risks serious harm to others' education/welfare;
- fair **investigation**; evidence clear; decision on **balance of probabilities**;
- **safeguarding** assessed; professionals engaged;
- **SEND/equality** considered (reasonable adjustments; disability link; proportionality);
- **alternatives** considered/implemented (adjustments, targeted support, off-site direction, PSP with reviews, managed move) and why insufficient;
- day-1/5 work set; **day-6 education** arrangements in place/underway;
- **evidence bundle** ready for GB (§10A) within timescales.

6. Behaviours that may lead to suspension or permanent exclusion (illustrative – not limited to but may include)

The following **illustrative** categories are **not exhaustive** and, depending on the facts and context, **may** justify suspension or permanent exclusion. Decisions are individualised and take account of SEND, safeguarding, proportionality, reasonable adjustments, and alternatives.

- **Violence or threatened violence; possession/use of a weapon** (e.g., knives); serious assault.
- **Bullying/harassment**, including racist, sexist, homophobic, biphobic or transphobic abuse; disability- or faith-based harassment; **online abuse** linked to school.
- **Sexual harassment or sexual misconduct**, including upskirting or sharing sexual images.
- **Possession, supply or use of drugs or alcohol** on site or during school activities.
- **Serious malicious allegations** against staff or pupils.
- **Persistent disruptive behaviour** where reasonable interventions have been tried and documented.
- **Abuse toward staff**, sustained **defiance** or **refusal to follow reasonable instructions** that significantly disrupts learning/safety.
- **Serious misuse of mobile phones/technology** (e.g., filming assaults, distributing harmful content).

7. Notifications, representations and timescales (summary)

After deciding to suspend or permanently exclude, the head **without delay (by end of next school day)**:

- **Notifies parents/carers in writing** of reasons; dates; **work for days 1–5; day-6** education (provider, address, times, contact); **representation rights** to the GB; **remote access** option; and for PEs, **IRP rights** and **SEN expert** option (sources of advice: SENDIASS, Coram CCLC).
- **Notifies the GB and LA** within required thresholds/timescales.
- **Invites** the social worker/VSH where relevant.

When the GB must meet to consider reinstatement:

- **Permanent exclusions** — within **15 school days**;
- **>15 days** of suspension in a term — within **15 school days**;
- **Public exam/national test** impacted — **before** the exam/test where practicable;
- **6–15 days** in a term — if parents request, **within 50 school days**.

Remote access (on request) — fairness conditions must be met (access/participation; identification; fairness; privacy/security; stable connection). If not, revert to **in-person**.

7A. Duration of suspensions (primary application)

- Head sets the **shortest reasonable length** on a **case-by-case** basis (no fixed tariff); **proportionality** and **reasonable adjustments** apply.
- **Part-day** suspensions are recorded in **sessions** (half-days). **Lunchtime** suspensions count as **½ day**; all statutory duties apply.
- Max **45 school days** in a single academic year (cumulative across schools).
- **No fixed escalation ladder**; usual pattern (where proportionate) in primary: first moderate incident **½–1 day**; repeated/more serious **1–2 days**; serious incidents as needed or consider **PE**. Each decision remains individualised.

- A suspension **cannot be extended or converted** to a PE unless **new evidence** emerges; if longer is needed, issue a **new suspension**.
- For **lunchtime suspensions**, ensure eligible pupils receive their **free school meal** (e.g., packed lunch).

8. Education when a pupil is not in school

- **Days 1–5:** school sets/marks **accessible, meaningful** work (with reasonable adjustments) and provides access info; parents supervise and keep pupil **out of public places** during school hours.
- **From day-6:** the **governing board must ensure** suitable full-time education is arranged (delivered operationally by the school). For **PE**, the **LA** arranges from day-6.

9. Safeguarding and vulnerable pupils

- **DSL** reviews every decision for safeguarding implications (contextual risk, exploitation, retaliatory harm).
- Notify/invite the **social worker** and **VSH** to meetings/planning where applicable.
- Follow KCSIE and Working Together where child-on-child abuse, sexual violence/harassment or criminal exploitation indicators arise.

9A. Police liaison and evidence handling (where applicable)

- The **DSL/head** decides whether to involve police and records reasons.
- Maintain **chain of custody** for confiscated items; follow legal instructions on retention/return.
- Do not share CCTV/media or pupil data externally without a **lawful basis**; log and process requests via head/DSL and DPO.

10. Considering reinstatement – Governing Board

When meeting, the Governors' Exclusion Panel will:

- consider the pupil's interests/circumstances (incl. SEND/equality) and incident context;
- review whether the decision was **lawful, reasonable and fair**;
- decide whether to **reinstate** (immediately or on a date) or **decline**;
- keep a clear **written record** of evidence and reasons.
Decision letters set out the decision and reasons; for non-reinstatement after a PE, letters explain **IRP rights**, deadlines and **SEN expert** option.
- If the IRP **directed** reconsideration and the board decides **not** to reinstate, the IRP may impose a **£4,000** financial adjustment.

10A. Contents of the GB/IRP evidence bundle (minimum)

- Headteacher report (incident summary; context; why alternatives insufficient; equality/SEND).
- Incident chronology & behaviour logs; relevant MIS pages.
- Staff/pupil statements; any CCTV stills/photos; seized-items record.
- PSP/behaviour plan; AP/off-site/managed move records; reintegration plans and reviews.
- Attendance record; relevant assessment snapshots (e.g., SaLT/EP where appropriate).

- Communications (letters/emails/call notes); notifications to parents/LA/GB; invitations to social worker/VSH.
- DSL safeguarding summary (redacted as appropriate) and multi-agency notes.
- Equality impact check.

11. Independent Review Panel (IRP)

- Parents may apply for an **IRP** when the GB declines to reinstate a PE.
- The IRP may **uphold**, **recommend reconsideration**, or **quash** and direct reconsideration.
- A **SEN expert** will be arranged if requested, **independent** and not previously involved.
- IRP hearings may be conducted by **remote access** where fairness conditions are met.
- Where the IRP **quashes** the decision and **directs** the governing board to reconsider, and the board after reconsideration **declines to reinstate**, the IRP may order a **£4,000** financial adjustment (maintained schools) or payment to the **LA** (academies). No adjustment is payable where the IRP only **recommends** reconsideration or where reinstatement is **offered but declined**

12. Registers, attendance coding and removal from roll

- Use codes **B/D/E** appropriately for off-site education, dual registration and exclusions.
- After a PE is confirmed and IRP timelines lapse/conclude, remove from roll under the regulations and complete the **LA return** (contacts, destination/start date if known, regulatory reason).
- Admissions and attendance registers must be accurate and **not amended retrospectively**.

13. Off-site direction and managed moves

- **Off-site direction:** fixed period with objectives, curriculum/safeguarding arrangements, **reviews**, and a **reintegration** plan.
- **Managed move:** with informed consent, as a structured intervention; written agreement sets review schedule, curriculum, attendance, transport and safeguarding.

14. Monitoring, evaluation and equality

We report to the GB termly/annually:

- suspensions/PEs by reason, year group, duration, repeat incidence;
 - disproportionality by protected characteristic, SEND (SEN Support/EHCP), FSM, ethnicity, sex;
 - use/outcomes of off-site direction, managed moves, AP, part-time timetables;
 - reintegration outcomes and post-return attendance.
- An **Equality Impact Statement** is completed for each PE and where disproportionality is apparent.

15. Reintegration after a suspension

- Agree a **reintegration strategy** with the pupil and parents/carers (and social worker/VSH where relevant) — mentoring, adjustments, timetable tweaks, check-ins, referrals, staged reviews.
- Arrange the **reintegration meeting** promptly (may proceed without parents); record pupil voice and actions.
- Part-time timetables are **not** used as a sanction or informal exclusion.

16. Remote access to GB and IRP meetings

We agree to remote access where fairness conditions are met (identity; access/participation; confidentiality; stable connection). If not, meeting proceeds **in person**.

17. Staff training and competence

- Annual training for staff on behaviour, searching/confiscation, SEND/equality, recording/reporting.
- Role-specific training for Governor Exclusion Panel members and clerk. (IRP members' training is arranged by the LA.)

18. Data protection and records

- Records retained per retention schedule and privacy notices.
- Evidence bundles shared securely; sensitive information **redacted** as appropriate; data processed lawfully.

19. Links with other policies

Behaviour and Relationship Policy; Anti-Bullying; Child Protection & Safeguarding; Use of Reasonable Force/Positive Handling; Searching, Screening and Confiscation; SEND Policy and SEN Information Report; Mobile Phones/Acceptable Use; Attendance Policy; Data Protection and Privacy Notices.

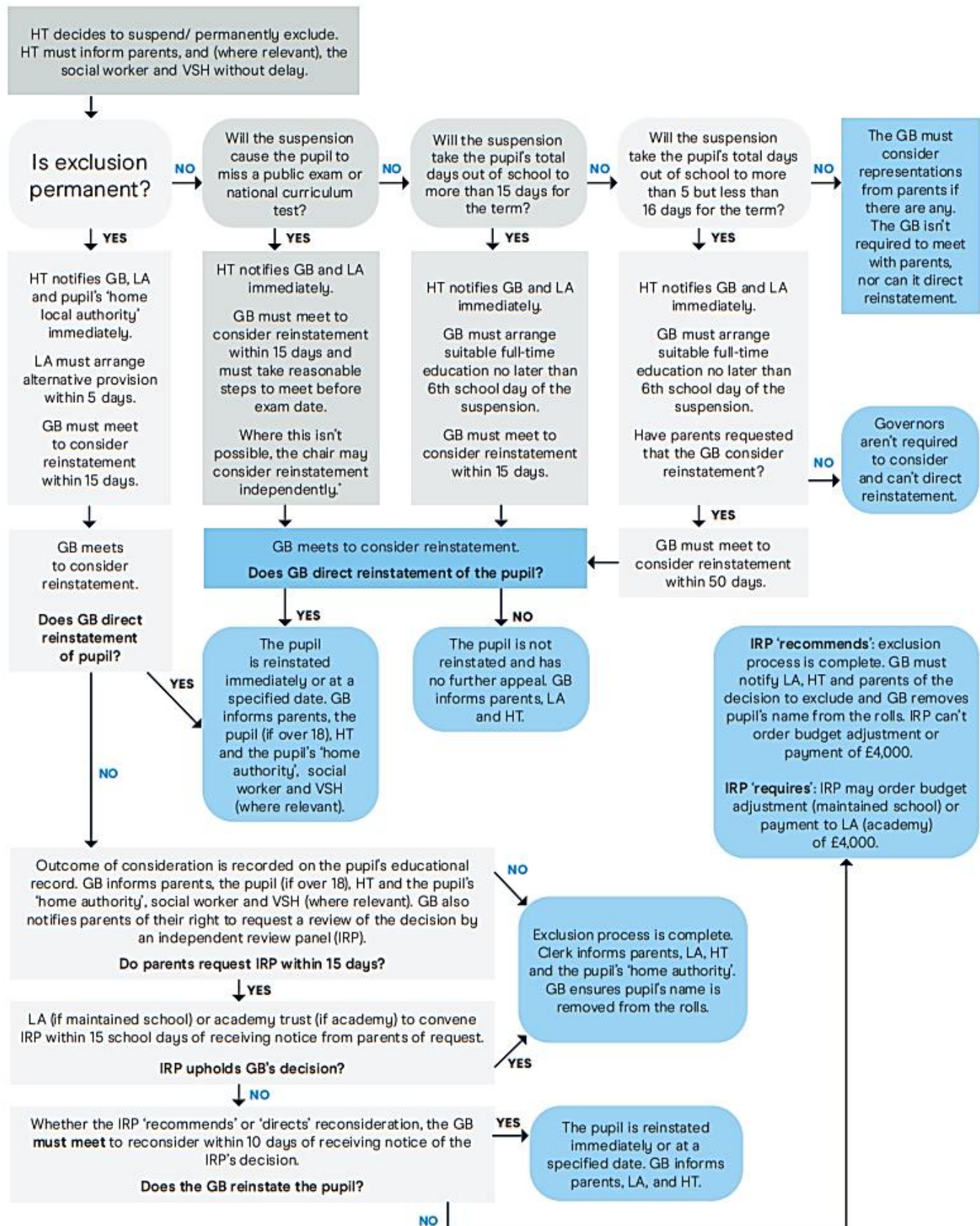
20. Review and complaints

This policy is reviewed **annually** or sooner if guidance changes. Concerns about application of this policy can be raised under the **Complaints Policy** (does not replace GB representation/IRP rights).

Written: Sept 2025

To be Reviewed: Sept 2027

21. Exclusions process flowchart



* The chair's power applies only to maintained schools. If you're an academy, check your articles of association.

HT = headteacher LA = local authority GB = governing board VSH = virtual school head
Days = school days Within x days = of receiving notice (either of exclusion or outcome)

Please note that Model letters will be used in conjunction with guidance letters from the Birmingham City Council Exclusion Team.

Appendix A – Model letters (edit on school letterhead)

A1. Headteacher decision – Suspension (any length)

Subject: Decision to suspend [Child's name, DoB, Year] from [Start date] to [End date] (inclusive)

Dear [Parent/Carer],

I am writing to inform you that I have decided to suspend [Child] for [number] school day(s) from [start date] to [end date]. [He/She/They] should return to school on [return date].

Reasons: [brief factual summary]. My decision was taken on the balance of probabilities after investigating the incident and considering [Child]'s circumstances, including any special educational needs or disability and possible reasonable adjustments.

Work for days 1–5: We have set work for [Child] to complete at home for the first 5 school days. You can access it via [platform/pack]. Please ensure [Child] is supervised and not in a public place during school hours for these days.

From day-6 (if applicable): From [date], [Child] should attend [provider name and address] from [times]. The contact is [name, phone/email].

Representations: You may make written or oral representations to the Governing Board. If you wish the Board to consider reinstatement, please contact [clerk contact] by [deadline].

Remote access option: If you prefer the meeting to be held by remote access, please tell us so we can check the statutory fairness conditions and make arrangements.

Support and next steps: We will arrange a reintegration meeting on [date/time]. If you cannot attend, the meeting may proceed; we will still put a plan in place and share it with you.

Where to get advice: Your local SENDIASS, Coram Children's Legal Centre (Child Law Advice), and the DfE guide for parents on school behaviour and exclusions can help.

If you need help understanding this letter, including translation or accessibility support, please contact [named person].

Yours sincerely,

[Headteacher]

A2. Headteacher decision – Permanent exclusion

Subject: Decision to permanently exclude [Child's name, DoB, Year] from [date]

Dear [Parent/Carer],

I am writing to inform you that I have decided to permanently exclude [Child] from [School] from [date].

Reasons: [summary; balance of probabilities; alternatives considered].

Education from day-6: The local authority will arrange suitable full-time education for [Child] from [date]. LA contact: [name, phone/email].

Governing Board meeting: The GB must meet to consider my decision. The clerk will write with date/time and how to submit evidence. You may attend and be accompanied. You may request remote access.

Independent Review Panel (IRP): If the GB declines to reinstate [Child], you have the right to apply for an IRP and to request an independent SEN expert at no cost. Details and deadlines will be provided with the GB's decision.

Advice: SENDIASS, Coram Children's Legal Centre (Child Law Advice), and the DfE guide for parents can help.

Yours sincerely,

[Headteacher]

A3. Headteacher cancellation of a suspension/permanent exclusion

Subject: Cancellation of [suspension/permanent exclusion] for [Child]

Dear [Parent/Carer],

I confirm that I have cancelled the [suspension/permanent exclusion] issued on [date]. [Child] should return to school on [date].

We will hold a reintegration meeting on [date/time]. The Governing Board will not meet to consider reinstatement. Our records have been updated and relevant parties notified.

Yours sincerely,

[Headteacher]

A4. Invitation to Governing Board reinstatement meeting

Subject: Invitation to a Governing Board meeting to consider reinstatement – [Child]

Dear [Parent/Carer],

A meeting of the Pupil Discipline Committee will take place on [date/time] at [venue] to consider whether [Child] should be reinstated. You may attend, be accompanied, and/or make written/oral representations. If you prefer remote access, please tell us by [date] so we can confirm the fairness conditions can be met.

Attendees may include: governors, the headteacher, [Child], parents/carers, a clerk, and—where applicable—[Child]'s social worker and the Virtual School Head.

Please send any evidence to the clerk by [deadline] so it can be circulated in advance.

Yours faithfully,

[Clerk to the Governing Board]

A5. Governing Board decision – reinstated

Subject: Decision of the Governing Board – reinstatement of [Child]

Dear [Parent/Carer],

Following the meeting on [date], the Governing Board has decided to reinstate [Child] [immediately/from date]. The Board considered the evidence and the law, including equality and SEND duties.

A reintegration plan has been agreed (enclosed). Key contacts: [names].

Yours faithfully,

[Chair of the Pupil Discipline Committee]

A6. Governing Board decision – not reinstated (permanent exclusion)

Subject: Decision of the Governing Board – not to reinstate [Child]

Dear [Parent/Carer],

Following the meeting on [date], the Governing Board has decided not to reinstate [Child]. The reasons are set out in the enclosed statement.

Right to an IRP: You may apply for an Independent Review Panel by [deadline]. You may request an independent SEN expert to attend. How to apply and contacts: [LA contact].

Please contact [clerk contact] if you require assistance, including translation or accessibility support.

Yours faithfully,

[Chair of the Pupil Discipline Committee]

A7. IRP arrangements (from LA/Trust)

Subject: Independent Review Panel arrangements for [Child]

[Logistics for date/time/venue or remote access; document circulation; SEN expert request; adjustments.]

A8. Day-6 education/AP placement (school or LA)

Subject: Alternative provision for [Child] from [date]

[Provider; address; start/finish/session times; first-day contact; safeguarding/welfare arrangements.]

A9. Off-site direction (school to parent)

Subject: Off-site direction of [Child] to [setting] from [date]

[Purpose; objectives; review dates; curriculum/pastoral; safeguarding; transport/contact details.]