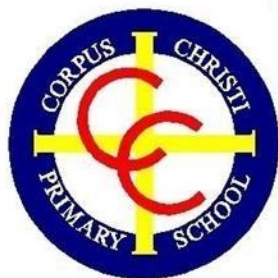


# Corpus Christi Catholic Primary School



## Suspension & Exclusion Policy

**September 2026**

|                                     |                                    |
|-------------------------------------|------------------------------------|
| <b>Chair of Governors</b>           | Ben McMullen                       |
| <b>Headteacher</b>                  | Greg Hale                          |
| <b>Date adopted:</b> September 2026 | <b>Review Date:</b> September 2028 |

*'Guided by the light of Christ. We grow, learn & shine together'*

## 1. Statement of Intent

Corpus Christi Catholic Primary School is committed to fostering a safe, inclusive and nurturing learning environment where every child is valued and supported to flourish. We believe that positive behaviour is best developed through strong relationships, consistent expectations, restorative practice, and early, targeted intervention.

Suspension and permanent exclusion are used only, when necessary, as a last resort, and always in line with statutory guidance. We understand that a pupil's behaviour can be influenced by a range of factors, including emotional wellbeing, safeguarding concerns, or additional learning needs, and we work proactively to respond to these appropriately.

This policy sets out how we ensure that suspensions and permanent exclusions are lawful, fair and proportionate, that the rights and welfare of pupils are protected, and that decisions are made with careful consideration of all relevant factors. It also explains how we work with families, governors and the local authority to provide appropriate support, ensure education continues, and promote successful reintegration wherever possible.

The school will distinguish disciplinary suspension/permanent exclusion from any temporary separation of pupils that is required solely for safeguarding purposes.

## 2. Aims

We are committed to following statutory suspension and permanent exclusion procedures to ensure every child receives an education in a safe and caring environment. Our school aims to:

- Ensure the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the process
- Ensure pupils in school are safe and happy
- Ensure all suspensions and permanent exclusions are carried out lawfully

### A note on off-rolling

The school recognises that off-rolling is unlawful. We will not suspend or exclude pupils unlawfully by directing them off site or not allowing pupils to attend school without following the statutory procedure and formally recording the event, including (but not limited to) sending pupils home to "cool off", excluding because of SEND, poor academic performance, or because a parent has not attended a meeting.

We will not use off-site alternative provision where this is not in the pupil's best interests, use a part-time timetable as a behavioural sanction, or place pressure on parents to electively home educate or move their child to another school as an alternative to lawful exclusion procedures.

## 3. Legislation and statutory guidance

This policy is based on the Department for Education (DfE) statutory guidance "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" (July 2026).

The policy also has regard to relevant statutory guidance including Behaviour in Schools, Keeping Children Safe in Education, Working together to improve school attendance, the SEND Code of Practice and Arranging Alternative Provision guidance.

**It is based on the following legislation:**

- Education Act 2002, as amended by the Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended
- Education and Inspections Act 2006
- Education Act 1996
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended
- Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026
- Equality Act 2010
- Children and Families Act 2014
- Human Rights Act 1998

In this policy, “must” describes a legal requirement. “Should” describes DfE statutory guidance or recommended good practice which should be followed unless there is a good reason not to do so.

## **4. 4. Definitions**

- **Suspension:** a fixed-period exclusion from school on disciplinary grounds.
- **Permanent exclusion:** a decision that a pupil is no longer allowed to attend the school, unless reinstated.
- **Off-site direction:** a temporary requirement, arranged by the governing board under the applicable statutory framework, for a pupil to attend another educational setting to improve future behaviour.
- **Managed Move:** an agreed permanent transfer to another mainstream school as a behaviour intervention; it must be voluntary and agreed with all relevant parties.
- **Parent:** a person with parental responsibility and/or a person who has care of the child.

A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. A suspension may be for part of a school day. A lunchtime suspension is treated as a half school day for statutory counting and notification purposes.

Every suspension must have a defined end date when it is imposed. A suspension cannot simply be extended or converted into a permanent exclusion. If new evidence or a further incident justifies another decision, the headteacher may issue a separate further suspension or permanent exclusion, with a new written notice and all associated statutory notifications.

## **5. Roles and responsibilities**

### **1.1 The Headteacher**

Only the headteacher (or acting headteacher) may suspend or permanently exclude a pupil on disciplinary grounds. The decision must be lawful, reasonable, fair and proportionate.

***A decision to permanently exclude will 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.

When establishing the facts, the headteacher will apply the civil standard of proof: on the balance of probabilities. The pupil will be given an opportunity to give their account and, where appropriate,

support will be provided so that the pupil can express their views. The headteacher will consider how those views have informed the decision.

Before deciding, the headteacher will consider relevant facts and evidence, including whether the behaviour may be linked to SEND, disability, mental health, safeguarding concerns or other vulnerabilities; whether reasonable adjustments have been made; and whether appropriate support and alternatives have been explored. The headteacher will also take account of the school's duty of care when sending a pupil home following an exclusion.

### 1.2 Informing parents and recording the decision

Parents will be informed without delay of the decision and the reason(s). The headteacher will also provide the statutory written notice without delay.

***The written notice will include, as applicable:***

- the reason(s) for the suspension or permanent exclusion;
- the period of the suspension or confirmation that the exclusion is permanent;
- the parent's right to make representations to the governing board and how the pupil may be involved;
- where the governing board must consider reinstatement, the right to attend the meeting, be represented at their own expense and bring a friend;
- the right, where applicable, to request that the governing board meeting is held via remote access, and how to make that request;
- the parent's statutory duty to ensure that, during the specified first five school days, the pupil is not present in a public place during school hours without reasonable justification;
- the arrangements for education during the first five school days and details of alternative provision when known; and
- sources of free and impartial information and advice identified in the statutory guidance.

Where alternative provision information cannot reasonably be included in the first notice, it will be provided without delay and normally no later than 48 hours before the provision is due to start, subject to the statutory exception where earlier provision is arranged with parental consent.

### 1.3 Notifications to other parties

The headteacher will notify the local authority without delay of every suspension and permanent exclusion, regardless of length. For a permanent exclusion where the pupil lives in another local authority area, the pupil's home authority will also be informed without delay.

Where the pupil has a social worker, the social worker will be notified without delay of the period and reason(s) for the exclusion. Where the pupil is looked after, the Virtual School Head will also be notified without delay. The social worker and/or Virtual School Head will be informed of any governing board meeting so that they can provide relevant information and, where appropriate, attend.

The governing board will be notified without delay of every permanent exclusion; any suspension which would result in the pupil being suspended for more than five school days (or more than ten lunchtimes) in a term; and any suspension or permanent exclusion that would result in the pupil missing a public examination or National Curriculum test. Other suspensions will be reported to the governing board at least once per term.

### 1.4 Providing education during an exclusion

For the first five school days of a suspension or permanent exclusion, the school will take reasonable steps to set and mark work. The school will consider how to minimise disruption to education and ensure appropriate safeguarding arrangements.

For a compulsory-school-age pupil suspended for more than five consecutive school days, the governing board must arrange suitable full-time education to begin no later than the sixth school day. Consecutive suspensions are treated cumulatively for this purpose.

Following a permanent exclusion, the pupil's home local authority must arrange suitable full-time education to begin from the sixth school day after the first day of the permanent exclusion.

Where a pupil is looked after or has a social worker, the school will work with the local authority, social worker and/or Virtual School Headteacher to secure appropriate support and provision as early as possible.

1.5

### 1.6 Cancelling a suspension or permanent exclusion

The headteacher may cancel an exclusion before the governing board has met to consider whether the pupil should be reinstated. Where an exclusion is cancelled, the headteacher will notify parents, the governing board, the local authority and, where relevant, the social worker and Virtual School Headteacher. A written record of the cancellation and reasons will be retained.

Parents will be offered an opportunity to meet the headteacher to discuss the circumstances leading to the cancellation, arranged without delay. The pupil must be allowed back into school without delay.

Any school days already spent out of school before cancellation count towards the maximum of 45 school days in the academic year. A permanent exclusion cannot be cancelled where doing so would cause the pupil to exceed the statutory 45-day limit.

### 1.7 Separation of pupils for safeguarding purposes

In rare circumstances, the school may temporarily forbid a pupil from attending the school premises where this is necessary solely to safeguard pupils, for example where an allegation of harm means that pupils must be physically separated. This is not a disciplinary suspension or permanent exclusion.

The Designated Safeguarding Lead (or deputy) will take a lead role in the decision. Parents will be informed of the reason. The governing board will be notified without delay. The arrangement will be used only where separation is essential and cannot practicably be achieved while allowing the pupil to remain on the premises.

The school will consider the pupil's education, welfare, safeguarding, Equality Act and Human Rights Act duties and the requirements of Keeping Children Safe in Education. Where the school or parent does not arrange education, the local authority's statutory duties will apply as set out in the DfE guidance.

## 6. 6. Pupil movement: off-site direction and managed moves

### 1.8 Off-site direction

Off-site direction is a temporary behaviour intervention used to improve future behaviour; it will not be used as a sanction or punishment for past misconduct. It should normally be considered where in-school interventions and/or outreach have been unsuccessful or are inappropriate.

The governing board is responsible for arranging an off-site direction under the applicable statutory framework. The intervention, objectives and expected timescale will be clearly defined. A proposed maximum period will be discussed at the planning stage and the placement will be monitored and reviewed regularly. The pupil must continue to receive a broad and balanced education and reintegration planning will form part of the arrangement.

The school will follow the statutory notice, review, attendance-register and SEND/EHC plan requirements applying to off-site direction, and will have regard to the DfE Arranging Alternative Provision guidance.

### 1.9 Managed moves

A managed move is a voluntary permanent move to another mainstream school and will only be used where it is in the pupil's best interests. The school will ensure that appropriate initial intervention has taken place and will share relevant information and risk assessments with the receiving school in advance, subject to information-sharing and safeguarding requirements.

Where a pupil has an EHC plan, the statutory processes for amending the plan and naming a school will be followed. A parent's refusal to agree to a managed move will not itself be used as a reason to permanently exclude a pupil.

## 7. The Governing Board / Pupil Discipline Committee

The governing board (or delegated pupil discipline committee) must consider reinstatement in the circumstances set out in legislation and statutory guidance. Meetings will be arranged within the statutory time limits and conducted fairly, with all relevant parties invited, including the pupil and parents and, where applicable, the social worker and/or Virtual School Headteacher.

For a permanent exclusion, or where a suspension would take the pupil's total number of days excluded above 15 in a term, the governing board must convene a meeting and decide on reinstatement within 15 school days of receiving notice. The same 15-school-day requirement applies where the exclusion would result in the pupil missing a public examination or National Curriculum test, with reasonable steps taken to meet before the test or examination date.

For suspensions of more than five but not more than 15 school days in a term, if parents make representations the governing board must convene a meeting and decide on reinstatement within 50 school days of receiving notice.

For suspensions totalling five school days or fewer in a term, the governing board must consider any representations made by parents but does not have the power to direct reinstatement.

Where a parent requests a meeting to be held via remote access, the governing board will apply the statutory requirements and principles for remote meetings, including ensuring that participants can take part effectively and that the meeting can be held fairly and transparently.

## 8. Considering reinstatement

When considering reinstatement, the governing board will consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and will have regard to the interests of other pupils and people working at the school. It will apply the civil standard of proof, "on the balance of probabilities".

The governing board will consider written and oral representations and any relevant evidence. It will comply with its duties under equality and SEND law and will ensure that the pupil is enabled to participate in a way appropriate to their age and understanding.

## **9. Independent review following permanent exclusion**

Where the governing board decides not to reinstate a permanently excluded pupil, parents have the right to request an independent review panel (IRP) within the statutory timescale. The local authority will arrange the IRP in accordance with the regulations and statutory guidance. Parents may request the appointment of an SEN expert, regardless of whether the school recognises that the pupil has SEND.

The governing board's decision letter will explain the right to request an IRP, the deadline and how to apply, the right to request an SEND expert, and the consequences of not applying within the statutory time limit.

## **10. School registers**

The school will remove a permanently excluded pupil's name from the admission register only when permitted by the School Attendance (Pupil Registration) (England) Regulations 2024 and the exclusion review process, including any independent review and reconsideration requirements, has reached the point at which removal is lawful.

## **11. Returning to school and reintegration**

A reintegration strategy will be used to support a successful return following a suspension. The school will also plan reintegration, as appropriate, following a cancelled exclusion, off-site direction or a period of safeguarding separation.

The strategy will be communicated to the pupil before or at the beginning of their return and will be reviewed and adapted where necessary. A reintegration meeting may be offered, but a pupil's return to the mainstream classroom will not be made conditional on a parent attending a meeting. Part-time timetables will not be used as a behaviour management sanction. Where a temporary part-time timetable is used in exceptional circumstances, it will be lawful, agreed, time-limited, regularly reviewed and consistent with the school's attendance and safeguarding duties.

## **12. Monitoring and equality**

The school will monitor suspension and permanent exclusion data at least termly, including by protected characteristic, SEND and vulnerability indicators, to ensure compliance with the Equality Act 2010 and to identify and address disproportionality.

The headteacher and governing board will consider patterns of repeat suspension, use of alternative provision and pupil movement, and whether policies or practices may be contributing to disproportionate outcomes. Appropriate action will be taken where concerns are identified.

## **13. Record keeping and operational procedures**

The school will maintain reliable records of exclusions, including the cumulative number of suspension days in each academic year, reasons, notifications, education arrangements, governing board decisions and cancelled exclusions. Records and evidence relevant to an exclusion will be retained in accordance with the school's records management arrangements and statutory guidance.

The headteacher will ensure that current model letters, local authority notification forms and governor checklists are used. The operational appendices to this policy will be reviewed whenever the DfE statutory guidance or relevant regulations are amended.

#### **14. Links with other policies**

This policy links to the school's Behaviour Policy, SEND Policy and Information Report, Safeguarding/Child Protection Policy, Anti-Bullying Policy and Attendance Policy.

It should also be read alongside the school's arrangements for alternative provision, information sharing and records management where applicable.

## Appendix A – Model Suspension Letter

**Template instruction: complete every applicable field. Delete bracketed prompts before issue. This appendix is new for September 2026 and is therefore shown in red.**

### Date

#### Private and Confidential

Dear [parent/carer name],

**Re: Suspension of [pupil full name], DOB [date], Year [group]**

I am writing to confirm my decision to suspend [pupil name] from Corpus Christi Catholic Primary School on disciplinary grounds.

**Period of suspension:** [from DATE/TIME to DATE/TIME inclusive]

**Return to school:** [DATE/TIME]

**Reason(s) for suspension:** [Give clear, specific and sufficient factual reasons. Refer to the relevant Behaviour Policy expectation(s).]

I made this decision after considering the available evidence and the circumstances of the incident, applying the civil standard of proof (“on the balance of probabilities”). I also considered relevant contextual factors, including any SEND, disability, safeguarding, mental health or other vulnerability, any reasonable adjustments required, and appropriate alternatives to suspension.

#### Education during the suspension

[Explain work to be set/marked during the first five school days and how it will be provided/returned.]

If this suspension lasts for more than five consecutive school days, suitable full-time education must begin no later than the sixth school day. Where applicable, the alternative provision details are:

**Start date:** [INSERT]

**Daily start/finish times:** [INSERT]

**Address:** [INSERT]

**Person to report to:** [INSERT]

If these details are not available when this letter is sent, a further written notice will be sent without delay and normally no later than 48 hours before the provision begins, subject to the statutory exception for earlier provision arranged with your consent.

#### Your duty concerning public places

For the following school days [LIST DATES], you must ensure that [pupil name] is not present in a public place during school hours unless there is reasonable justification. This duty applies during the first five school days of the suspension, or until the suspension ends or full-time alternative provision starts if earlier. A failure to comply without reasonable justification may result in a fixed penalty notice or prosecution.

#### Your right to make representations

You have the right to make representations about this suspension to the Governing Board. You may write to: [Clerk/Chair details and email/postal address]. Please mark correspondence “Private and Confidential – Suspension Representation”. [Pupil name] may also be involved in this process in a manner appropriate to their age and understanding.

#### Governing Board consideration – select the paragraph that applies and delete the others:

→ If this suspension, together with other suspensions this term, totals five school days or fewer: the Governing Board must consider any representations you make, but it cannot direct reinstatement.

- If the total is more than five but not more than 15 school days in the term: if you make representations, the Governing Board must meet to consider reinstatement within 50 school days of receiving notice of the suspension.
- If the total is more than 15 school days in the term, or the suspension causes [pupil name] to miss a public examination or National Curriculum test: the Governing Board must meet to consider reinstatement within 15 school days of receiving notice. Where a test/exam would be missed, reasonable steps must be taken to meet before it.

Where the Governing Board is legally required to meet, you have the right to attend, to be represented at your own expense and to bring a friend. You may also request that the meeting is held via remote access. Requests should be sent to [CONTACT] at [EMAIL/ADDRESS]. The Governing Board will consider whether a remote meeting can be held fairly and transparently and whether all participants can take part effectively.

### Tests and examinations

[Confirm whether the pupil will be able to sit any National Curriculum test/public examination during the suspension and the arrangements, if relevant.]

### Reintegration

We will support [pupil name] to return successfully to school. Proposed reintegration arrangements are: [INSERT]. A reintegration meeting may be offered, but return to school will not be conditional on parental attendance.

### Further information and independent advice

- DfE guidance for parents and carers on behaviour, suspension and permanent exclusion: GOV.UK "School exclusions: guide for parents".
- Local SEND Information, Advice and Support Service (SENDIASS): [INSERT LOCAL CONTACT DETAILS].
- **Coram Child Law Advice:** 0300 330 5485 (check current opening hours before issue) and <http://childlawadvice.org.uk>
- **IPSEA:** ipsea.org.uk – independent information and advice on SEND and exclusions.

The Local Authority, and where applicable [pupil name]'s social worker and/or Virtual School Headteacher, have been/will be notified in accordance with statutory requirements.  
Yours sincerely,

Headteacher

### Appendix B – Model Permanent Exclusion Letter

**Template instruction: this is the initial headteacher notification of permanent exclusion. The subsequent Governing Board decision letter must separately explain Independent Review Panel rights if the pupil is not reinstated.**

[School letterhead / date] [INSERT]

**Private and confidential** [INSERT]

**Parent/carers name and address:** [INSERT]

**Dear [parent/carers name],** [INSERT]

**Re: Permanent exclusion of [pupil full name], DOB [date], Year [group]**

I am writing to confirm my decision to permanently exclude [pupil name] from Corpus Christi Catholic Primary School with effect from [DATE]. This means that [pupil name] may no longer attend this school unless the Governing Board decides that they should be reinstated.

**Reason(s) for permanent exclusion:** [Set out clear and specific factual reasons and the relevant Behaviour Policy provisions.]

A permanent exclusion is a last resort. I have concluded that the statutory threshold is met because [select/adapt]: there has been a serious breach / persistent breaches of the school's Behaviour Policy, and allowing [pupil name] to remain in school would seriously harm the education or welfare of [pupil name] or others.

In reaching the decision I considered the available evidence on the balance of probabilities; [pupil name]'s views; any relevant SEND, disability, safeguarding, mental health or vulnerability factors; reasonable adjustments; previous support/interventions; and alternatives to permanent exclusion. [Summarise school-specific considerations.]

### **Education and public-place duty**

For the first five school days following permanent exclusion, the school will take reasonable steps to provide work for [pupil name]. From the sixth school day, the home Local Authority is responsible for arranging suitable full-time education.

For the following school days [LIST DATES], you must ensure that [pupil name] is not present in a public place during school hours unless there is reasonable justification. Failure to comply without reasonable justification may lead to a fixed penalty notice or prosecution.

### **Alternative provision details (where known):**

**Start date:** [INSERT]

**Daily start/finish times:** [INSERT]

**Address:** [INSERT]

**Person to report to:** [INSERT]

Where these details are not reasonably available today, they will be notified separately without delay and in accordance with the statutory notice requirements.

### **Governing Board meeting and your rights**

The Governing Board must meet to consider whether [pupil name] should be reinstated. The meeting must be arranged within 15 school days of the Governing Board receiving notice of this permanent exclusion.

You have the right to make representations to the Governing Board and to attend the meeting. You may be represented at the meeting at your own expense and may bring a friend. [Pupil name] should be enabled to participate in a way appropriate to their age and understanding.

You may request that the Governing Board meeting is held via remote access. To request this, contact [CLERK/CONTACT] at [EMAIL/ADDRESS]. The Governing Board will consider whether the meeting can be held fairly and transparently and whether all participants can participate effectively.

**Representations should be sent to:**[CLERK/CHAIR, EMAIL/POSTAL ADDRESS]

The Local Authority has been notified. Where applicable, [pupil name]'s social worker and/or the Virtual School Head have also been notified and will be told about the Governing Board meeting.

### **Further information and independent advice**

- DfE guidance for parents and carers on behaviour, suspension and permanent exclusion: GOV.UK "School exclusions: guide for parents".
- Local SEND Information, Advice and Support Service (SENDIASS): [INSERT LOCAL CONTACT DETAILS].

- Coram Child Law Advice: 0300 330 5485 (check current opening hours before issue) and [childlawadvice.org.uk](https://childlawadvice.org.uk).
- IPSEA: [ipsea.org.uk](https://ipsea.org.uk).

Yours sincerely,

**Headteacher:**[NAME]

## 15. Appendix C – Model Governing Board Decision Letter Following Permanent Exclusion

**Use after the Governing Board has considered reinstatement. Select the appropriate outcome. If not reinstating, the IRP information below must be completed accurately using current Local Authority details.**

**[Date]** [INSERT]

**Dear** [parent/carer name], [INSERT]

**Re: Governing Board consideration of the permanent exclusion of** [pupil name]

The Governing Board/Pupil Discipline Committee met on [DATE] to consider the headteacher's decision to permanently exclude [pupil name]. Having considered the evidence and representations, the committee decided to [REINSTATE / NOT REINSTATE] [pupil name].

### **Reasons for the decision**

[Provide clear reasons addressing the headteacher's decision, relevant evidence, representations, equality/SEND matters, pupil interests and the interests of other pupils and staff.]

### **IF REINSTATED:**

[Pupil name] will be reinstated on [DATE/TIME]. The school will contact you regarding reintegration arrangements.

### **IF NOT REINSTATED – Independent Review Panel rights:**

You may apply for an Independent Review Panel (IRP) to review the Governing Board's decision not to reinstate [pupil name]. An application must be made within 15 school days of the date on which notice of this decision is given to you. An application outside the legal time limit must be rejected, subject to the separate statutory provision following the final determination of a discrimination claim.

**Apply to:**[LOCAL AUTHORITY IRP TEAM – NAME/ADDRESS/EMAIL/ONLINE FORM]

You may request the appointment of an SEN expert to advise the IRP, regardless of whether the school recognises that [pupil name] has SEN. There is no cost to you for requesting the SEN expert.

You may request that the IRP is held via remote access. The arranging authority will apply the statutory requirements concerning fairness, transparency and effective participation.

In your application, please state the grounds on which you seek review and, where relevant, whether you are alleging discrimination. You may make a discrimination claim to the First-tier Tribunal (Special Educational Needs and Disability) where the alleged discrimination relates to disability, or to the County Court for other protected characteristics. An IRP request is separate from any discrimination claim and should not be delayed because a claim has been made.

The Local Authority/academy trust arranging the IRP can provide further information about the review procedure. The DfE parent guidance, SENDIASS, Coram Child Law Advice and IPSEA may also provide independent information and support.

Yours sincerely,

**Chair of the Pupil Discipline Committee/Governing Board:[NAME]**

## **16. Appendix D – Headteacher Suspension / Permanent Exclusion Decision Record**

**Complete contemporaneously and retain with the exclusion record. This checklist supports, but does not replace, professional judgement or the statutory guidance.**

**Pupil name / DOB / year:** [INSERT]

**Date/time of incident:** [INSERT]

**Date/time decision made:** [INSERT]

**Decision: Suspension / Permanent exclusion** [INSERT]

**Suspension dates and total school days:** [INSERT]

**Cumulative suspension days this academic year:** [INSERT]

**Cumulative days this term:** [INSERT]

**Behaviour Policy provision(s) engaged:** [INSERT]

### **Evidence considered**

- ☐ Pupil account obtained and recorded
- ☐ Staff/witness accounts
- ☐ CCTV/online evidence where relevant and lawfully available
- ☐ Physical evidence / records
- ☐ Previous relevant incidents/support records

### **Decision-making safeguards**

- ☐ Civil standard of proof applied (“balance of probabilities”)
- ☐ Pupil views considered and support provided to express views if needed
- ☐ SEND/disability considered
- ☐ Reasonable adjustments considered
- ☐ Mental health / safeguarding / vulnerability factors considered
- ☐ Social worker / VSH / designated teacher input considered where relevant
- ☐ Contributing factors and antecedents considered
- ☐ Alternatives/interventions considered
- ☐ Decision checked for lawfulness, fairness, reasonableness and proportionality
- ☐ Duty of care arrangements for leaving school considered

**Rationale for decision:** [INSERT]

**Why lesser alternatives were not sufficient/appropriate:** [INSERT]

**Headteacher signature/date:** [INSERT]

## **Appendix E – Governing Board / Pupil Discipline Committee Checklist**

### **Before the meeting**

- ☐ Confirm the statutory threshold requiring a meeting and deadline (15 or 50 school days as applicable).
- ☐ Ensure parent/pupil has been informed of rights and invited.
- ☐ Deal with any request for remote access in accordance with Part 11 of the DfE guidance.
- ☐ Invite the headteacher; Local Authority representative where applicable; social worker where relevant; VSH for a looked-after child.
- ☐ Circulate papers to all parties sufficiently in advance and manage sensitive information appropriately.
- ☐ Check accessibility and reasonable adjustments.
- ☐ Ensure committee members are impartial and have not been involved in the original decision.

### **At the meeting**

- ☐ Allow all parties a fair opportunity to present their case and ask questions.
- ☐ Enable pupil participation appropriate to age and understanding.
- ☐ Consider headteacher evidence and parent/pupil representations.
- ☐ Consider social worker/VSH information where applicable.
- ☐ Apply the civil standard of proof.
- ☐ Consider equality duties, SEND duties and reasonable adjustments.
- ☐ Consider the interests and circumstances of the pupil and the interests of other pupils and staff.
- ☐ Decide whether to reinstate (immediately or on a specified date) or not reinstate where the board has that power.

### **After the meeting**

- ☐ Record the decision and reasons clearly.
- ☐ Notify parent, headteacher and Local Authority without delay; notify social worker/VSH where relevant.
- ☐ For permanent exclusion not reinstated, give complete IRP rights, 15-school-day application deadline, SEN expert information and current arranging-authority contact details.
- ☐ Retain minutes, evidence and correspondence securely.

## **17. Appendix F – Suspension / Exclusion Administration Checklist**

- ☐ Headteacher decision recorded with date/time and reasons.
- ☐ Parent notified without delay, normally initially in person/by telephone where possible.
- ☐ Written statutory notice issued without delay using Appendix A or B.
- ☐ Public-place duty dates identified and notified by the required deadline.
- ☐ Work/education arrangements for first five school days confirmed.
- ☐ Day-six alternative provision arranged for a suspension over five consecutive days; LA contacted for permanent exclusion day-six provision.
- ☐ Local Authority notified without delay of every exclusion.
- ☐ Governing Board notified without delay where statutory threshold met; other suspensions included in termly report.
- ☐ Social worker notified without delay if pupil has one.
- ☐ Virtual School Head notified without delay if pupil is looked after.
- ☐ EHC plan / SEND team contacted where relevant.
- ☐ Attendance register coded correctly.
- ☐ Cumulative 45-day annual total updated.
- ☐ Cumulative term total updated for governing-board thresholds.
- ☐ Governing Board meeting deadline diarised if required.
- ☐ Reintegration arrangements diarised for return.
- ☐ Safeguarding / child-protection information shared securely with alternative/new provision as required.
- ☐ All notices, evidence and records saved securely.

## **18. Appendix G – Reintegration Meeting / Strategy Record**

**Pupil:** [INSERT]

**Date of return:** [INSERT]

**Meeting/strategy date:** [INSERT]

**Participants:** [INSERT]

**Reason for suspension / absence from premises:** [INSERT]

**Pupil voice**

**What does the pupil say happened / what do they need to be successful?** [INSERT]

**Support and adjustments**

- ☐ Relationships / trusted adult
- ☐ SEND adjustments
- ☐ Curriculum / learning support
- ☐ Pastoral / emotional wellbeing
- ☐ Safeguarding
- ☐ Attendance
- ☐ Peer relationships
- ☐ Break/lunchtime arrangements
- ☐ Home-school communication
- ☐ External agency support

**Agreed actions / responsible person / review date:** [INSERT]

**A parent's inability or decision not to attend a reintegration meeting will not prevent the pupil returning to school.**

**Pupil views on plan:** [INSERT]

**Parent views on plan:** [INSERT]

**Review outcome/date:** [INSERT]

## 19. Appendix H – Notification and Statutory Timescales Quick Reference

| Action                                                                                     | Who                 | When                                                                                               | Key point                                                                                   |
|--------------------------------------------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Initial exclusion notification                                                             | Parent              | Without delay                                                                                      | Period/fact of permanence and reasons; written statutory information follows without delay. |
| Public-place duty                                                                          | Parent              | Without delay and by end of afternoon session on first day at latest                               | Identify applicable first five school days, or earlier end/AP start.                        |
| Alternative provision details                                                              | Parent              | With first notice if ascertainable; otherwise without delay, normally $\geq 48$ hours before start | Earlier than sixth day may be $< 48$ hours with parent consent.                             |
| Every exclusion                                                                            | Local Authority     | Without delay                                                                                      | All suspensions and permanent exclusions, regardless of length.                             |
| Pupil has social worker                                                                    | Social worker       | Without delay                                                                                      | Period/fact of permanence and reasons; invite to governing-board meeting.                   |
| Looked-after child                                                                         | Virtual School Head | Without delay                                                                                      | Period/fact of permanence and reasons; invite to governing-board meeting.                   |
| Permanent exclusion / $> 5$ days or $> 10$ lunchtimes in term / missed test or public exam | Governing Board     | Without delay                                                                                      | Other suspensions reported once per term.                                                   |
| Day-six education: suspension $> 5$                                                        | Governing Board     | By sixth school day                                                                                | Suitable full-time education for compulsory-school-                                         |

|                                                                           |                                  |                                                                      |                                                                                            |
|---------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| consecutive days                                                          |                                  |                                                                      | age pupil.                                                                                 |
| Day-six education:<br>permanent exclusion                                 | Home Local<br>Authority          | By sixth school day                                                  | Suitable full-time<br>education.                                                           |
| Permanent exclusion<br>governing-board<br>consideration                   | Governing Board                  | Within 15 school<br>days of notice                                   | Consider<br>reinstatement.                                                                 |
| Suspension taking<br>term total >15 days                                  | Governing Board                  | Within 15 school<br>days of notice                                   | Consider<br>reinstatement.                                                                 |
| Suspension >5 and<br><=15 days in term,<br>parent<br>representations made | Governing Board                  | Within 50 school<br>days of notice                                   | Consider<br>reinstatement.                                                                 |
| IRP application after<br>non-reinstatement of<br>permanent exclusion      | Parent to arranging<br>authority | Within 15 school<br>days of notice of<br>governing-board<br>decision | Late applications<br>must be rejected,<br>subject to<br>discrimination-claim<br>provision. |

## **20. Appendix I – Equality, SEND and Vulnerability Decision Checklist**

- ☐ Has the pupil's SEND status and current provision been checked?
- ☐ Could disability-related behaviour be involved?
- ☐ Have all reasonable adjustments to policies, routines and sanctions been considered and implemented?
- ☐ Has the SENCO been consulted where appropriate?
- ☐ Is an EHC plan in place and have relevant statutory processes/LA contacts been considered?
- ☐ Are there mental-health, trauma, bereavement or communication factors?
- ☐ Are there safeguarding concerns or risks?
- ☐ Does the pupil have a social worker?
- ☐ Is the pupil looked after or previously looked after?
- ☐ Has the designated teacher / VSH input been sought where relevant?
- ☐ Could the decision or underlying practice create indirect discrimination or disproportionate impact?
- ☐ Has the pupil been supported to express their views?
- ☐ Have alternatives, additional support and early intervention been considered?
- ☐ Is the proposed action proportionate and in accordance with the Equality Act, Children and Families Act and Human Rights Act?

**Actions / evidence / consultation notes:** [INSERT]

## 21. Appendix J – Headteacher Process Flow

### 1. INCIDENT / CONCERN

Secure safety; gather evidence; consider safeguarding and immediate support.



### 2. ESTABLISH FACTS

Hear pupil voice; apply balance of probabilities; consider context, SEND, disability, vulnerability and reasonable adjustments.



### 3. CONSIDER OPTIONS

Apply Behaviour Policy; consider support, restorative approaches, targeted intervention, off-site direction/managed move where lawful and appropriate.



### 4. HEADTEACHER DECISION

Only the headteacher/acting headteacher decides disciplinary suspension or permanent exclusion. Record lawful, fair, reasonable and proportionate rationale.



### 5. NOTIFY WITHOUT DELAY

Parent + written notice; LA for every exclusion; governing board where threshold met; social worker/VSH where applicable.



### 6. EDUCATION / SAFEGUARDING

Set/mark work in first five days; public-place notice; arrange day-six provision where required; share safeguarding information securely.



### 7. GOVERNING BOARD REVIEW

Apply statutory 15/50-school-day thresholds; fair meeting; remote access request considered; decide reinstatement where empowered.



### 8. AFTER DECISION

Reintegration if returning. For permanent exclusion not reinstated, issue IRP rights and maintain lawful register/records procedures.

**Operational note: These templates are designed to reflect the DfE July 2026 statutory guidance. Before first use, the school should insert current Local Authority, SENDIASS, clerk and IRP contact details and check any local authority model forms/processes. Where the law or DfE guidance changes, the templates must be revised.**