



SUSPENSION & PERMANENT EXCLUSION POLICY

September 2026

Contents

Our Lady of Lourdes Catholic Multi Academy Trust (OLoL CMAT) Mission Statement	3
1. Introduction and Purpose.....	4
2. Legislation and Regulations.....	4
3. Definition of Suspension and Permanent Exclusion.....	5
4. Removal from Site for Safeguarding Purposes	5
5. The Use of Suspension.....	5
6. Permanent Exclusion.....	6
7. Pupils who are Looked-After, have a Social Worker or have SEND.....	7
8. Informing Parents/Carers.....	8
9. Informing the Trust and the Local Authority.....	9
10. Informing the LGB	10
11. Considering Reinstatement.....	12
12. The Governors Review Committee must consider:.....	13
13. Independent Review Panel (IRP)	15
14. Removal from Roll	16
15. Police and Criminal Investigations	16
16. Reintegration Following Suspension.....	16
17. Part-Time Timetables	17
18. Parental Responsibilities	17
19. Off-Rolling.....	17
20. Remote Access to Meetings	18
21. Principles of Natural Justice.....	18
22. Department for Education Exclusion Reporting Codes.....	19
Appendix 1: Department for Education Suspension and Permanent Exclusion Flowchart	20

This is what God asks of you: only this, to act justly, to love and to walk humbly with God.

Micah 6:8

Our Lady of Lourdes Catholic Multi Academy Trust Mission Statement

We are a partnership of Catholic schools.

Our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

By placing the person and teachings of Jesus Christ at the centre of all that we do, we will:

- Follow the example of Our Lady of Lourdes by nurturing everyone in a spirit of compassion, service and healing
- Work together so that we can all achieve our full potential, deepen our faith and realise our God-given talents
- Make the world a better place, especially for the most vulnerable in our society, by doing **'little things with great love'** *St Thérèse of Lisieux*

This policy should be read in conjunction with the Trust's Behaviour Policy and the DfE guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - July 2026'

1. Introduction and Purpose

- 1.1. This policy sets out our diocesan-wide approach to the suspension or permanent exclusion of a pupil. Such a course of action will only be taken as an action of last resort after all other routes have been exhausted. The OLoL CMAT recognises the impact that a suspension or permanent exclusion may have upon a pupil and their learning. It remains essential however that Headteachers can make such decisions to maintain the school's culture and ethos and to safeguard the learning of other pupils and the safety and wellbeing of staff, pupils and the wider school community.
- 1.2. The policy sets out some consistent principles through which the decision to suspend/permanently exclude will be made. Whilst the policy sets out guidance regarding a suspension or permanent exclusion each incident must be considered on the basis of the evidence in that case. Whilst advice may be given, it is always the case that the Headteacher (or their Head of School/Deputy in their absence) will have the final say regarding the sanction issued based on the individual circumstances of that case.

2. Legislation and Regulations

- 2.1. This policy is based on legislation and advice from the Department for Education (DfE) including: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - July 2026](#)
- 2.2. Other legislation and guidance on which this policy is based includes:
 - [Education Act 2002](#), as amended by the [Education Act 2011](#)
 - [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#) amended in [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) \(Amendment and Transitional Provision\) Regulations 2023](#)
 - [Education and Inspections Act 2006](#)
 - [Education Act 1996](#)
 - [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#) and as modified and amended by the [Education \(Educational Provision for Improving Behaviour\) \(Application to Academies and Pupil Referral Units and Minor Amendments\) Regulations 2026](#)
 - [The Equality Act 2010](#)
 - [Children and Families Act 2014](#)
 - The [School Inspection Handbook](#)
 - [Working together to improve school attendance \(publishing.service.gov.uk\)](#)
 - [Working together to improve school attendance](#)

- [Arranging Alternative Provision](#)
- [Keeping Children Safe in Education](#)
- [Mental Health and Behaviour in Schools](#)

2.3. This policy is compliant with the CMAT's funding agreement and articles of association.

3. Definition of Suspension and Permanent Exclusion

- 3.1. A **suspension** is when a pupil is removed from the school for a fixed period. A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in any one academic year. If a suspension, either on its own, or cumulatively, takes the number of days suspension over 15 days in a term, then a Governors Review Committee will need to be called to consider reinstatement.
- 3.2. **Permanent exclusion** is when a pupil is removed from the school permanently and taken off the school roll. A Governors Review Committee will be called to review the Headteacher's use of exclusion within 15 school days of notice being given.
- 3.3. **A Managed Move** is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently.
- 3.4. **Off-Site Direction** is when a pupil is required to attend another education setting temporarily to improve their behaviour. It may only be used as a way to improve future behaviour and not 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 Alternative Provision.

4. Removal from Site for Safeguarding Purposes

In certain circumstances, and separately from the formal suspension or exclusion process, a school may temporarily require a pupil not to attend the school site or keep a pupil apart from another pupil or group of pupils, where this is necessary to safeguard and promote the welfare of pupils – for example, while a safeguarding investigation is carried out. This is a safeguarding measure and not a disciplinary suspension or permanent exclusion, and it must not be used as a substitute for either.

The school will inform parents of the reason for the measure, keep it under regular review and in place only for the shortest time necessary, and continue to make arrangements for the pupil to receive suitable education during this period. Such a measure must never be used to manage a pupil's behaviour, to remove a pupil from roll informally (off-rolling), or to avoid the formal exclusion process.

It is suggested that any resulting absence be recorded using attendance code Y7.

5. The Use of Suspension

- 5.1. Where approaches to behaviour management have been exhausted, then suspension may sometimes be necessary. Suspension is used as a means of:

- Giving a pupil time away from school to reflect upon their actions and understand the significance their actions have had on others.
- Providing time for the school to put in place additional support or interventions to support the pupil on return to school.
- Directly engaging the parents/carers in the remedying of serious misbehaviour and encouraging collaboration with the school to address the root causes of the misbehaviour.
- Sending a clear message that serious breaches of the school's Behaviour Policy will not be accepted and that there are consequences to actions.

6. Permanent Exclusion

- 6.1 The Headteacher will only use permanent exclusion as a last resort. A decision to permanently exclude a pupil will be taken only:
- 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.
- 6.2 Before deciding whether to permanently exclude a pupil, the Headteacher will consider all relevant factors. Where there is time, the Headteacher should seek advice from their Director of Performance and Standards or the Chief Executive Officer. Whilst the Director of Performance and Standards or Chief Executive Officer may offer advice, the Headteacher has absolute authority to take a decision that they consider to be in the best interests of their school community.
- 6.3 In determining whether a permanent exclusion is the only available option, the Headteacher should:
- a) Consider all relevant facts and evidence on the balance of probabilities, including any contextual or mitigating factors, and whether the incident may have been influenced or provoked.
 - b) Ensure the pupil has been given a fair opportunity to provide their account of events, in a way appropriate to their age, understanding, and communication needs.
 - c) Consider whether the pupil has any identified or suspected special educational needs and/or disabilities (SEND), and whether reasonable adjustments were or should have been in place.
 - d) Consider whether the pupil is vulnerable. For example, if they are a looked-after child (LAC), previously looked-after child (PLAC), disadvantaged or have a Social Worker and whether this vulnerability may have contributed to the behaviour.
 - e) Consider whether all reasonable, suitable, and proportionate alternatives to exclusion have been explored, including early intervention, pastoral support, or a managed move where appropriate.

- 6.4. Before deciding to permanently exclude, the Headteacher will take account of the pupil's views, in light of their age, understanding, and communication needs, unless it would not be appropriate to do so.
- 6.5. pupil's behaviour outside school can be taken into account, this can include online and physical actions. A headteacher can consider reports of a pupil's actions outside school to determine if the pupil has brought the school into disrepute.

7. Pupils who are Looked-After, have a Social Worker or have SEND

- 7.1. Before deciding to suspend or permanently exclude a pupil, the Headteacher must reflect carefully on the pupil's individual needs, circumstances, and level of vulnerability, and consider whether these factors may have contributed to the behaviour.
- 7.2. Where the pupil is looked-after or previously looked-after, the Headteacher must consult the Virtual School Head at the earliest opportunity to explore whether additional support, intervention, or an alternative pathway could be implemented as a proportionate alternative to suspension or permanent exclusion.
- 7.3. Where the pupil has a Social Worker, the Headteacher must engage with the Social Worker prior to making a decision, to determine whether further support, safeguarding considerations, or alternative responses should be explored before a suspension or permanent exclusion is issued.
- 7.4. Where the pupil has identified or suspected SEND, the Headteacher must consider whether the behaviour may be linked to their needs, whether reasonable adjustments were in place or should have been made, and whether any mitigating factors should influence the response or the proportionality of the sanction.
- 7.5. While consultation with the Virtual School Head or Social Worker is an important safeguard, the Headteacher retains the responsibility to make the final decision, based on the evidence available, to ensure the safety and welfare of pupils and staff and the maintenance of an orderly learning environment.
- 7.6. In all cases, the Headteacher must consider whether the behaviour may have been a manifestation of the pupil's needs, trauma, or safeguarding circumstances, and whether reasonable adjustments were or should have been made in line with the Equality Act 2010.
- 7.7. The Headteacher must consider whether the school's graduated response, pastoral support, or early intervention strategies were implemented effectively, and whether further support could reasonably be put in place as an alternative to suspension or permanent exclusion.
- 7.8. The Headteacher must consider whether exclusion is a proportionate response in light of the pupil's vulnerability, and whether exclusion may increase the pupil's level of risk or disengagement from education.
- 7.9. Where the Governors Review Committee is legally required to consider reinstating a suspended or permanently excluded pupil, they must consider both the interests and

circumstances of the suspended or permanently excluded pupil, and that of other pupils, staff, and school community.

- 7.10. The Headteacher will ensure that all consultation, considerations, and decisions relating to vulnerable pupils are clearly recorded, including the rationale for determining that suspension or permanent exclusion is the necessary and proportionate response.

8. Informing Parents/Carers

- 8.1 If a pupil is at risk of suspension or permanent exclusion the Headteacher will inform the parents/carers and pupil as soon as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.
- 8.2 If the Headteacher decides to suspend or permanently exclude a pupil, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay. This would normally be on the day that the suspension/exclusion occurs, or if not then within 24 hours. If the notification is by telephone, then this must be followed up with a letter.
- 8.3 The parents/carers and pupil will also be provided with the following information in writing, without delay:
- The reason(s) for the suspension or permanent exclusion.
 - The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
 - Information about the parents'/pupil's right to make representations about the suspension or permanent exclusion to Governors Review Committee and, where the pupil is attending alongside parents, how they may be involved in this.
 - How any representations should be made.
 - That parents/carers/the pupil have the right to request that the meetings be held remotely, and how and to whom they should make this request.
 - That parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend. (More than one friend or representative can be permitted to accompany, having regard to a reasonable limit on numbers attending the meeting.)

It is **not possible** to convert a suspension to a permanent exclusion at a later date. 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 suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension. The Headteacher must have warned parents/carers in the suspension letter that, depending on the findings of his/her investigation, a decision may be made to permanently exclude their child.

9. Informing the Trust and the Local Authority

- 9.1. The Headteacher will notify the Local Authority and the Trust's Governance Team (or other central team departments depending on the procedures for each CMAT) of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.
- 9.2. The notification will include:
 - The reason(s) for the suspension or permanent exclusion, including whether it is for a single serious one-off breach of, or persistent breaches of the school's behaviour policy.
 - The length of a suspension or, for a permanent exclusion, the fact that it is permanent.
 - For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.
 - The Headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.
- 9.3. If a **pupil with a Social Worker** is at risk of suspension or permanent exclusion, the Headteacher will inform **the Social Worker** and **Designated Safeguarding Lead** as early as possible.
- 9.4. If a **pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Headteacher will inform the Virtual School Head as early as possible. This is to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.
- 9.5. If the Headteacher still decides to suspend or permanently exclude a pupil with a Social Worker/a pupil who is looked-after, they must inform the pupil's Social Worker or Virtual School Head, as appropriate, without delay, that:
 - They have decided to suspend or permanently exclude the pupil.
 - The reason(s) for the decision.
 - The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
 - Whether suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant).
- 9.6. If the Headteacher subsequently decides to cancel a suspension or permanent exclusion, this must also be communicated without delay.
- 9.7. The Social Worker or Virtual School Head will be invited to any meeting of the Governors Review Committee about the suspension or permanent exclusion.

10. Informing the LGB

10.1 The Headteacher will notify the Chair of the LGB of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil.
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term.
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam.
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation.

10.2 The role of the Governors Review Committee would be to review decisions that fall into the following categories:

Number of Days	Review Process	Powers of the Governor Review Committee	Right of Appeal to IRP
1-5 days	Governors Review Committee to consider written representations of the parents/carers. Meeting to be held within 50 school days.	Cannot direct reinstatement or remove the suspension from the pupil's record. The committee can make recommendations or add a note to the pupil's file.	No
5.5-15 days in a term	If the parents make representations, the Governors Review Committee must consider and decide within 50 school days of receiving the notice of suspension whether the suspended pupil should be reinstated.	Ability to re-instate the pupil and add a note to the pupil's file of their decision.	No
15.5+ days in a term	The Governors Review Committee will meet within 15 school days to review the suspension which took the number over 15.5 during the term. The Governors Review Committee can decide whether to reinstate the pupil.	Can re-instate the pupil immediately or on a particular date and add a note to the pupil's file of their decision.	No

Number of Days	Review Process	Powers of the Governor Review Committee	Right of Appeal to IRP
Where a pupil would miss a public examination or national curriculum test	Where reasonably practical, consider the exclusion prior to the test.	Can re-instate the pupil immediately or before the examination/test. The Governors Review Committee can exercise discretion to enable pupil to take appropriate tests.	No
Permanent exclusion	The Governors Review Committee must meet within 15 school days to review permanent exclusion.	Can re-instate the pupil immediately or on a particular date and add a note to the pupil's file of their decision.	Yes

The quorum is three Governors from the Governors Review Committee.

The Headteacher and relevant staff members will attend the meeting in an advisory capacity only and will not form part of the Governors Review Committee or play any part in the decision making.

Timeline for permanent exclusions

School day 1 Once a decision has been reached, the Headteacher will telephone parents/carers to inform them. If the student is still on the academy premises, parents/carers will be asked to collect their child. The decision will be followed up in writing on the day of the permanent exclusion or the following school day if the school day has ended.

Between school day 2 and school day 10 The Headteacher will notify the Chair of Governors of the exclusion. The Governors Review Committee meeting will be convened. The Headteacher will begin the process of collating information for the meeting, which will be circulated to all parties, no later than five school days before the date of the meeting. The agenda for the meeting will be circulated to all parties ahead of the meeting.

By school day 10 Parents/carers will be invited to the meeting and given as much notice as possible of the date and time, and as a minimum, 5 school days' notice. The Clerk will take into account the parent/carer's availability when setting the date and time. Once scheduled, the meeting will only be rearranged in extreme circumstances.

The Headteacher has the authority to cancel a permanent exclusion before the Governors Review Committee has met to consider whether the pupil should be reinstated. If this occurs, the parents, the Governors and the Local Authority, must be notified and, if relevant, the Social Worker and Virtual School Head. The meeting will be held in a private room and unless there are good reasons not to, the meeting will be held within the school. If the parent/carer or the pupil require special access arrangements, these will be accommodated when planning the location.

Parents/carers will be advised verbally of the committee's decision, which the Clerk will confirm in writing as soon as is reasonably practicable, but in all instances within 2 school days. The Clerk will send a copy of the letter to the Local Authority and notify the Headteacher and Governance Lead of the outcome.

11. Considering Reinstatement

- 11.1. A Governors Review Committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within **15 school days** of receiving the notice of the suspension or exclusion if:
- **The exclusion is permanent.**
 - It is a suspension which would bring the **pupil's total number of days out of school to more than 15 in a term;**
 - It would **result in a pupil missing a public examination or National Curriculum test.**
- 11.2 Where a pupil has been suspended, and the **suspension does not bring the pupil's total number of days of suspension to more than 5 in a term**, the LGB must consider any representations made by parents, carers or the pupil (if they are 18 or older). Any representations can be made in writing, and it is for the Governors Review Committee to decide if they call a meeting with the parents/carers. The Governors Review Committee cannot, in this circumstance, direct the Headteacher to reinstate the pupil.
- 11.3 Where the pupil has **been suspended for more than 5, but not more than 15 school days**, in a single term, and the parents/carers make representations to the Governors Review Committee, the Governors Review Committee will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving the request. If the parents or carers do not make representation, the Governors Review Committee are not required to meet, and it cannot direct the Headteacher to reinstate the pupil.
- 11.4 Where a suspension or permanent exclusion would result in a pupil missing a public examination or National Curriculum test, Governors Review Committee will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the examination or test. If this is not practicable, Governors Review Committee may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.
- 11.5 The Governors Review Committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits. The meeting must be scheduled so that all parties have at least 5 school days to review any paperwork submitted as part of the review of the suspension/exclusion. The only occasion where this can be reduced is if the parents/carers give express consent for the timescale to be reduced.

- 11.6 In reaching a decision, the Governors Review Committee have a legal duty to consider whether the decision to suspend or permanently exclude was **lawful, fair, reasonable and proportionate**.
- 11.7 In reaching a decision, the Governors Review Committee must apply the civil rather than criminal 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').

12. The Governors Review Committee must consider:

- the individual interests, needs, and circumstances of the pupil, including any SEND, safeguarding vulnerabilities, or involvement with a social worker, and whether reasonable adjustments were or should have been made;
- the circumstances of the incident(s) that led to the exclusion, including any contextual or mitigating factors, whether the behaviour may have been influenced or provoked, and whether the pupil had a fair opportunity to give their account of events;
- whether the behaviour may have been a manifestation of unmet needs, trauma, or safeguarding concerns, and whether earlier intervention or support should reasonably have been in place;
- whether all suitable, reasonable, and proportionate alternatives to exclusion were explored prior to the decision being made;
- the interests, safety, and welfare of other pupils and staff, and the need to maintain an orderly and effective learning environment;
- whether the exclusion was a necessary and proportionate response in light of all the circumstances.

When reviewing a suspension or permanent exclusion, the Governors Review Committee must determine whether the Headteacher's decision was **lawful, fair, reasonable, proportionate, and non-discriminatory**. In doing so, the Committee must consider the following:

1) Lawfulness

Whether the decision complied with statutory requirements, the Equality Act 2010, the school's Behaviour Policy, Trust policies, and national DfE guidance, and whether the correct procedures were followed.

2) Fairness

Whether the decision was based on the evidence available at the time, and whether that evidence, on the balance of probabilities, supports the conclusion that the pupil engaged in the behaviour alleged. The Committee must consider whether the sanction is consistent with how similar incidents have been handled and whether any mitigating circumstances were properly taken into account.

3) Reasonableness

Whether the decision was one that a reasonable Headteacher, acting with the information available at the time, could have reached. This includes considering the severity of the incident, the pupil's individual circumstances, and whether the response was justified in light of the evidence.

4) Proportionality

Whether the sanction was proportionate to the seriousness of the behaviour, taking into account the pupil's age, needs, vulnerabilities, and the potential long-term impact of the exclusion on the pupil's education, welfare, and future engagement.

5) Equality Act and Protected Characteristics

Whether the decision was free from discrimination under the Equality Act 2010, including consideration of whether the pupil has a protected characteristic (particularly disability) and whether the school met its duties to make reasonable adjustments. The Committee must consider whether the behaviour may have been a manifestation of disability, trauma, or safeguarding need, and whether policies were applied in a way that could amount to direct or indirect discrimination.

Key matters the Committee must explore and record

In reaching its decision, the Committee must ensure that the following matters are explicitly considered, questioned, and minuted:

a) Interventions and support

Whether appropriate interventions, pastoral support, early help, or graduated-response strategies were in place prior to the incident, particularly where the behaviour was not a one-off. Even if referenced in the Headteacher's report, the Committee should ask for clarification to ensure this is clearly evidenced in the minutes.

b) SEND considerations

Whether the pupil has identified or suspected SEND, whether reasonable adjustments were or should have been made, and whether the behaviour may have been a manifestation of unmet needs. The Committee must consider whether earlier assessment or support should reasonably have been provided.

c) Looked-after status and safeguarding

Whether the pupil is looked-after or previously looked-after, and if so, whether the school engaged with the Virtual School Head. Where the pupil has a Social Worker, the Committee must confirm that appropriate consultation took place and that safeguarding factors were considered, including whether exclusion may increase the pupil's level of risk.

d) Context and circumstances of the incident

Whether there were contextual or mitigating factors, whether the behaviour may have been influenced or provoked, and whether the pupil had a fair opportunity to give their account of events in a way appropriate to their age, understanding, and communication needs.

e) Alternatives to exclusion

Whether all suitable, reasonable, and proportionate alternatives were explored before the decision was made, including pastoral support, reasonable adjustments, early intervention, or a managed move where appropriate.

f) Wider pupil context

The pupil's attainment, progress, attendance, pastoral history, and any relevant contextual information, to ensure the Committee has a full understanding of the pupil's circumstances before reaching a conclusion.

Overall test

After considering all of the above, the Committee must determine whether the exclusion was a **necessary, justified, and proportionate response** in light of the evidence and the pupil's individual circumstances.

The Governor Review Committee's remit is to decide whether to:

- **Uphold the Headteacher's decision** to exclude the pupil;
- **Direct the reinstatement of the pupil** immediately, or on a particular date.

Where reinstatement is not practical, for example, if the parents do not want the pupil to return to the school or if it is after the fixed-term period of a suspension, the Governors Review Committee must still consider whether the Headteacher's decision to exclude/suspend was justified based on the evidence.

Where a pupil has been permanently excluded but the child's name remains on the school's register, the pupil must be marked using the appropriate attendance code.

13. Independent Review Panel (IRP)

If parents or carers apply for an independent review within the legal timeframe, the Trust will arrange for an independent panel to review the decision of the Governors Review Committee not to reinstate a permanently excluded pupil.

The request for an independent review must be made within 15 school days of notice being given to the parents or carers of the decision to not reinstate the pupil. Any applications made outside of this timeframe will be rejected.

If parents (or the pupil) request an Independent Review Panel (IRP), the review should be convened within 15 school days of the request being received.

The parents can request that an SEN expert attends. This person is funded by the school or trust but must be independent of them.

Where the IRP directs the Governors Review Committee to reconsider, the Committee must reconvene within 10 school days

14. Removal from Roll

A pupil can be removed from the school roll following a permanent exclusion if:

- a) the parent makes no application for an Independent Review Panel within 15 school days of being notified of the meeting of the GB review.
- b) the parent notifies the school that they will not be pursuing an IRP
- c) at the conclusion of the IRP hearing if the IRP upholds the decision to exclude
- d) following a reconsideration meeting following an IRP hearing, the GB still decides to uphold the decision to permanently exclude a pupil

Removal from the school roll must be in compliance with the current version of the School Attendance (Pupil Registration) (England) Regulations 2024.

15. Police and Criminal Investigations

A pupil and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

Unless specifically directed by the police not to share statements or if they are concerned that the school's processes would significantly prejudice an investigation, the exclusion process should proceed. The significant difference in procedure and legal standard of proof means that the two processes should continue in tandem.

16. Reintegration Following Suspension

- 16.1 Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. As part of this, consideration will be given as to whether the pupil has any unmet special educational and/or health needs.
- 16.2 A re-integration meeting will be held on the pupil's return to school to which the pupil's parents/carers will be expected to attend. This is to build a collaborative home-school approach to prevent such events from reoccurring. During the meeting, the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.
- 16.3 The failure of parents/carers to attend a re-integration meeting does not extend the suspension period.

17. Part-Time Timetables

A part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time education, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing a part-time timetable with the pupil and their parents.

- 17.1. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and must take the appropriate steps for a leave of absence.

18. Parental Responsibilities

- 18.1. Parents/carers are responsible for collecting their child promptly if they are suspended or permanently excluded and ensuring the child is removed from the school site without delay.
- 18.2. Parents/carers are expected to engage fully with the school in any reintegration meeting or reintegration plan, recognising that successful reintegration is most effective when school and homework in partnership.
- 18.3. Parents/carers are legally responsible for ensuring that a suspended or excluded pupil is not present in a public place during school hours for the first five school days of a suspension or permanent exclusion, unless there is reasonable justification. Failure to do so may result in a fixed penalty notice.
- 18.4. Parents/carers are expected to work with the school to support the pupil's reintegration following a suspension and to help reduce the likelihood of repeated incidents of unacceptable behaviour.
- 18.5. Parents/carers are responsible for supporting the school's Behaviour Policy, values, and expectations, and for reinforcing these at home to promote a consistent approach to behaviour and conduct.

19. Off-Rolling

- 19.1. The *** CMAT does not tolerate any form of off-rolling. Off-rolling is the practice of removing a pupil from the school roll, or pressuring a parent to remove their child, when the removal is primarily in the interests of the school rather than the pupil.

Off-rolling includes, but is not limited to:

- Removing a pupil from the school roll without issuing a lawful permanent exclusion and without following statutory processes;
- Encouraging, pressuring, or advising a parent/carer to remove their child from the school roll (including through "suggested" elective home education or managed moves that are not genuinely in the pupil's best interests);

- Retaining a pupil on roll but restricting or preventing them from attending school in the same way as other pupils, without a lawful suspension, permanent exclusion, or agreed alternative provision;
- Using repeated suspensions, internal isolation, or alternative provision placements in a way that is intended to encourage a parent to withdraw their child;
- Any practice that seeks to reduce a school's published performance data, behaviour statistics, or workload by removing or marginalising a pupil.

19.2. All decisions relating to a pupil's place on roll must be lawful, transparent, and demonstrably in the best interests of the pupil. Any deviation from statutory processes will be treated as a serious breach of Trust policy.

20. Remote Access to Meetings

- 20.1. Parents/carers may request that a Governors Review Committee meeting or an Independent Review Panel be held remotely. Such requests will be considered in line with statutory guidance, ensuring that all parties are able to participate fully and fairly.
- 20.2. Remote meetings are subject to the same procedural and statutory requirements as meetings held in person. It is best practice for all participants to attend in the same format (either all in person or all online), although representatives from the local authority may attend remotely during an in-person meeting where appropriate.

21. Principles of Natural Justice

All decisions to exclude are based on a balance of probabilities both by Headteachers and at any subsequent review. In making a decision to exclude, a Headteacher must ensure that their decision is fair and based on the facts of the incident(s) and do not include any elements of discrimination. Where a Governors Review Committee reviews a decision to exclude, the latter issue will be tested. Members of the committee should be impartial, unprejudiced, have taken no previous part in the case and have no personal interest in its result. Headteachers should not discuss individual exclusions with Governors Review Committee members who will form the Governors Review Committee. Parents/carers will be informed of the case put forward by the school and have an opportunity to challenge it. Both parties should be allowed to present their case without interruption. Parents/carers should be able to bring a friend or adviser with them and must notify the Clerk at least 5 school days in advance of the meeting of the name and status of the advisor. All documents to be used in evidence should be distributed to all parties at least 5 school days before the hearing. If new material is introduced at the hearing, all parties must have time to consider it. No party at the meeting will be in the presence of the committee without the other party being present, save for the Clerk.

22. Department for Education Exclusion Reporting Codes

The Department for Education have specific categories of behaviour that may warrant a suspension or exclusion. When reporting to the LA or the DfE a school can select up to three categories.

DfE Exclusion code:

- Abuse against sexual orientation and gender identity - LG
- Abuse relating to disability - DS
- Alcohol related - DA
- Arson - DM
- Bullying - BU
- Challenging/unacceptable behaviour - DB
- Damage - DM
- Disobedience/disrespect to staff - DB
- Drug dealing - DA
- Drug related - DA
- Graffiti/obscene drawing - DM
- Hair/dress not in school code - DB
- Inappropriate use of social media or online technology - MT
- Indecent exposure - SM
- Lewd behaviour - SM
- Non-acceptance of school code of conduct - DB
- Non-attendance at detentions - DB
- Persistent disruptive behaviour - DB
- Physical assault/violent behaviour against a pupil - PP
- Physical assault/violent behaviour against an adult or staff - PA
- Racist abuse - RA
- Refusal of punishment - DB
- Selling/dealing in stolen property - TH
- Setting off fire alarm - DB
- Sexual abuse - SM
- Sexual bullying - SM
- Sexual graffiti - SM
- Sexual harassment - SM
- Sexual misconduct - SM
- Sexual/indecent assault - SM
- Smoking - DA
- Stealing from local shops on school trip - TH
- Stealing personal property - TH
- Stealing school property - TH
- Substance abuse - DA
- Theft - TH
- Truancy/absconding from lessons - DB
- Use or threat of use of an offensive weapon or prohibited item (incl. possession) - OW
- Vandalism - DM
- Verbal abuse/threatening behaviour against a pupil - VP
- Verbal abuse/threatening behaviour against an adult or staff – VA
- Wilful and repeated transgression of protective measures in place to protect public health - PH

Appendix 1: Department for Education Suspension and Permanent Exclusion Flowchart

