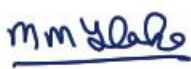


Suspension and Permanent Exclusion Policy

Policy Name: Suspension and Permanent Exclusion Policy	Policy Reference: MAT SP22
Owner/Reviewer: Trust Safeguarding and Attendance Lead, CEO	Review Date: July 2026
Approved by: Trust Board	Approval Date: 2nd September 2026 This edition has been updated against the Department for Education statutory guidance effective from 26 July 2026.
Chair 	Review Frequency: Annually
	Date of Next Review: Summer Term 2027

Contents:

Statement of intent

1. Legal framework
 2. Roles and responsibilities
 3. Grounds for suspension or permanent exclusion
 4. The Headteacher's power to suspend or permanently exclude
 5. Factors to consider before a decision
 6. Preventative measures and pupil movement
 7. Duty to inform parents
 8. Duty to inform the Local Governance Committee and local authorities
 9. Duty to inform social workers and the Virtual School Head
 10. Education during suspension or permanent exclusion
 11. Governing board consideration of reinstatement
 12. Reaching and recording a decision
 13. Notification following consideration
 14. Removing a permanently excluded pupil from the register
 15. Independent review panels
 16. Appointing an SEN expert
 17. Role of the SEN expert
 18. Appointing a clerk
 19. Role of the clerk
 20. Duties and powers of the independent review panel
 21. Remote-access meetings
 22. Reconsideration following an independent review
 23. Police involvement and parallel criminal proceedings
 24. Training
 25. Data, assurance and monitoring
- Appendix 1: Governing board reinstatement decision route
- Appendix 2: Headteacher compliance checklist

Statement of intent

At Shires Multi Academy Trust, high standards of behaviour, inclusion and safeguarding enable every pupil to learn and every member of the school community to feel safe and respected.

Suspension and permanent exclusion are lawful behaviour-management measures. Suspension may be used where warranted; permanent exclusion is a last resort and may be used only where the statutory two-stage test is met. The Trust does not operate a 'no exclusion' policy and will not allow an aim to reduce exclusions to create unreasonable safeguarding or welfare risks.

This policy applies to all pupils at Trust academies, including pupils below or above compulsory school age and pupils in nursery or sixth-form provision where applicable. 'Parent' includes every person who has parental responsibility and any person who has care of the pupil. Where practicable, all those with parental responsibility will be involved.

A suspension is a temporary exclusion on disciplinary grounds. One or more fixed periods may be imposed, but the total must not exceed 45 school days in one school year. A permanent exclusion is the permanent removal of a pupil on disciplinary grounds.

The Trust will comply with statutory deadlines, preserve procedural fairness, hear the pupil's voice, make reasonable adjustments, safeguard personal data, and ensure suitable education is arranged. No pupil will be sent home informally or pressured to leave.

1. Legal framework

This policy has due regard to relevant legislation, including:

Education Act 1996; Education Act 2002; Education and Inspections Act 2006;

School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended;

Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended;

Education (Educational Provision for Improving Behaviour) (England) Regulations 2010, as amended, and the 2026 application regulations for academies and PRUs;

School Attendance (Pupil Registration) (England) Regulations 2024;

Children and Families Act 2014; Equality Act 2010; Human Rights Act 1998; Data Protection Act 2018 and UK GDPR.

It also has regard to the following DfE guidance, as amended from time to time:

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026; effective 26 July 2026);

Behaviour in Schools; Keeping Children Safe in Education; Working Together to Improve School Attendance;

SEND Code of Practice: 0 to 25 years; Mental health and behaviour in schools;

Arranging Alternative Provision: A Guide for Local Authorities and Schools; Children Missing Education; and guidance on common transfer files.

This policy should be read with each academy's Behaviour Policy, SEND Policy, Child Protection and Safeguarding Policy, Attendance Policy, Alternative Provision procedures, Complaints Policy and the Trust scheme of delegation.

2. Roles and responsibilities

The Trust Board

Retains legal responsibility as the governing board of each academy, delegating consideration functions only through its approved scheme of delegation.

Ensures an independent review panel (IRP) is arranged when a valid application is received, including an SEN expert where requested, and makes any required financial adjustment.

Assures itself that exclusion, off-site direction, managed moves and alternative provision are lawful, safe, inclusive and not used to conceal attendance or attainment concerns.

The Local Governance Committee (LGC) or delegated committee

Considers reinstatement where required, within the statutory timescale, independently and without prior discussion of the merits.

Arranges suitable full-time education from the sixth school day of a suspension, including where consecutive suspensions cumulatively exceed five days.

Reviews off-site directions at appropriate intervals and complies with the prescribed notice and review requirements.

Monitors patterns, repeat suspensions, protected characteristics, SEND, pupils with social workers, looked-after children, attendance and pupil movement.

The Headteacher

Is the only person who may suspend or permanently exclude a pupil; in the Headteacher's absence, the acting Headteacher may exercise this power.

Makes a lawful, rational, reasonable, fair and proportionate decision on the evidence available, applying the civil standard of proof.

Carries out all notifications without delay, arranges work and reintegration, and maintains an accurate exclusion record.

Consults the DSL, SENCO and other relevant professionals before a decision where practicable, while retaining personal responsibility for the decision.

The local authority

Receives notice of every suspension and permanent exclusion and, where relevant, liaises with the pupil's home authority.

Arranges suitable full-time education from the sixth school day after a permanent exclusion.

Reviews an EHC plan without delay following permanent exclusion and identifies a new placement.

3. Grounds for suspension or permanent exclusion

A pupil may be suspended only on disciplinary grounds. The Headteacher will use professional judgement in light of the individual circumstances; there is no exhaustive list of conduct that may justify suspension.

A permanent exclusion may be imposed only where both limbs of the statutory test are satisfied:

there has been a serious breach or persistent breaches of the school's Behaviour Policy; and

allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher will normally consider whether appropriate support and sanctions have been tried. A prescribed sequence need not be exhausted where the circumstances are sufficiently serious or urgent. Permanent exclusion will remain a last resort.

Behaviour outside school may be sanctioned where the academy's Behaviour Policy applies. Examples that may warrant exclusion include physical assault, serious or persistent threatening behaviour, sexual violence or harassment, possession or use of a weapon, serious bullying, discriminatory abuse, supplying drugs, or persistent disruptive behaviour. The list is illustrative only.

The decision must not be influenced by a pupil's academic attainment, the school's performance measures, parental conduct, failure to meet a condition unrelated to discipline, or pressure from another person.

4. The Headteacher's power to suspend or permanently exclude

Each exclusion must have a clear start date and end date (for a suspension) and must be formally recorded. Lunch-time suspensions count as half a school day. A suspension may not be extended; a further suspension requires a fresh decision and notice.

A permanent exclusion may follow a suspension where new evidence comes to light. The Headteacher must make and notify the permanent-exclusion decision separately. The school must not describe a suspension as 'pending investigation'.

The Headteacher will not use informal or unofficial exclusion, including asking a pupil to remain at home, sending a pupil home to 'cool off', placing a pupil on a part-time timetable for disciplinary reasons, or encouraging withdrawal from the roll. A pupil sent home because of illness or for safeguarding reasons will be dealt with under the relevant non-disciplinary process.

The Headteacher may cancel an exclusion before the governing board has considered reinstatement. The parent, LGC, local authority, home authority where relevant, social worker and VSH must be told without delay, with reasons; the pupil must return without delay; and the parent must be offered a meeting. Days already missed count towards the 45-day maximum. A permanent exclusion cannot be cancelled where the pupil has already exceeded, or would exceed, that maximum.

Separation for safeguarding purposes

In rare cases, an academy may temporarily forbid a pupil from attending its premises because physical separation is essential to safeguard one or more pupils and cannot practicably be achieved on site. This is not a disciplinary exclusion. The DSL or deputy will lead a case-specific risk and needs assessment, the parent will be told the reason, the governing board will be notified without delay, and relevant agencies will be involved. The decision must be reasonable, rational, procedurally fair and compliant with equality and human-rights duties. The academy, parent and local authority will establish who will arrange suitable education under section 19 of the Education Act 1996.

5. Factors to consider before a decision

Establish the facts promptly and fairly, including exculpatory evidence; give the pupil a meaningful opportunity to give their account, taking account of age, understanding, communication needs and vulnerability.

Apply the balance of probabilities and record the evidence, credibility assessment, reasons, alternatives considered and proportionality.

Consider contributing factors identified after the incident, including bereavement, bullying, mental health, trauma, exploitation, domestic abuse, safeguarding concerns, unmet SEND or disability-related needs.

Consult the DSL where there is any safeguarding concern and consider whether a referral or multi-agency assessment is required.

Comply with the Equality Act 2010, the public sector equality duty and the duty to make reasonable adjustments. The school will not apply an inflexible rule that prevents exclusion until every stage of a graduated response is complete.

For a pupil with an EHC plan, consult the local authority about an early annual review where current support or placement may no longer be appropriate.

For a looked-after child, consult the VSH; for a pupil with a social worker, consult the social worker; and for a previously looked-after child, consider seeking VSH advice.

Consider the impact on public examinations or national curriculum tests and whether the pupil may safely attend to sit them.

Where a pupil has repeated suspensions or is approaching 45 days, the Headteacher will review the effectiveness of support with relevant professionals. This review does not fetter the Headteacher's power to act where exclusion is necessary.

Reintegration following suspension or a cancelled exclusion

The academy will design a proportionate reintegration strategy that offers a fresh start, supports the pupil to understand the impact of their behaviour, restores relationships and reduces recurrence. The pupil and parent should be involved and reasonable adjustments made.

Measures may include a reintegration meeting, a named pastoral contact, curriculum catch-up, targeted support, a safety or support plan, mentoring, regular review and liaison with external agencies. A meeting is not a condition of return and the pupil's return must not be delayed if a parent cannot attend.

6. Preventative measures and pupil movement

Off-site direction and managed moves are distinct from exclusion. They must not be used as punishment, to avoid the exclusion process, or to secure an unlawful removal from roll.

Off-site direction

An off-site direction is a temporary requirement to attend another educational setting to improve future behaviour. It may be used only where in-school intervention or outreach has been unsuccessful or is inappropriate. The Trust Board is the legally responsible governing board and will exercise the function through the approved delegation.

From 26 July 2026 the Trust will comply with the 2010 Regulations as applied to academies by the 2026 Regulations and have regard to DfE alternative-provision guidance.

Before the direction, define the objective, nature, duration, curriculum, support, safeguarding and reintegration plan; consider the pupil's view, SEND, health and transport; and share relevant attainment, risk and safeguarding information with the provider.

Give the parent (or pupil aged 18 or over), and the local authority where the pupil has an EHC plan, prescribed written notice as soon as practicable and ordinarily at least two school days before the placement starts. The notice must state the placement, start date, reporting arrangements, reasons, objectives, duration and review arrangements.

Invite the parent and, where applicable, the local authority to each review meeting, or to submit written views, at least six days before the meeting.

Review at intervals appropriate to the pupil's needs whether the requirement remains necessary, the objectives are being met and reintegration should occur; record the decision and notify the parent, with reasons, no later than six days after the review.

Where the parent requests a review in writing, arrange one as soon as reasonably practicable unless a review has taken place within the preceding 10 weeks.

For an academy off-site direction begun before 26 July 2026 and continuing after that date, issue the transitional notice as soon as practicable and at least six days before the first review; hold the first review as soon as reasonably practicable after 1 August 2026.

A pupil directed to another school must be dual registered and Code D used at the referring school. Other approved off-site educational activity will be coded in accordance with the current attendance guidance.

Managed moves

A managed move is a permanent transfer to another mainstream school. It may proceed only with the voluntary, informed agreement of all parties, including the parent and receiving admission authority, and only where it is in the pupil's best interests. There is no lawful 'trial managed move'; a temporary placement to improve behaviour must use the off-site-direction route.

The academy will evidence prior intervention, hear the pupil's view, share complete educational, SEND, safeguarding and risk-management information in advance, and agree an integration plan. If the move becomes permanent, the pupil will be registered at one school only and the former school will complete the required transfer and deletion processes.

7. Duty to inform parents

The Headteacher must notify the parent without delay, initially by telephone or in person where possible and then in writing. Electronic notice may be used where the parent has agreed to receive notices by that method.

The notice must be clear and accessible and include:

the reason; whether the decision is a suspension or permanent exclusion; and, for a suspension, its start and end dates;

the parent's right to make representations and, where applicable, to attend a governing-board meeting, be accompanied, have the pupil involved and request remote access;

the statutory duty during the first five school days to ensure a compulsory-school-age pupil is not present in a public place during school hours without reasonable justification, and the potential fixed penalty;

education and work arrangements for the first five days; details of alternative provision, including start date, address and reporting contact, once known;

free and impartial advice sources, including the DfE guide for parents and carers, Coram Children's Legal Centre and SENDIASS;

where relevant, arrangements for a public examination or national curriculum test.

Alternative-provision details must be given without delay and no later than 48 hours before provision begins, unless provision starts before day six and the parent agrees to shorter notice.

8. Duty to inform the LGC and local authorities

The Headteacher must notify the LGC without delay of every permanent exclusion; any suspension taking the pupil's total above five school days (or ten lunchtimes) in a term; and any exclusion causing the pupil to miss a public examination or national curriculum test. All other suspensions must be reported at least once a term.

The Headteacher must notify the local authority of every suspension and permanent exclusion without delay, giving the reason and duration. Where the pupil lives in another authority, the home authority must also be notified without delay.

Notifications and records will use the DfE exclusion-reason categories accurately and will not include irrelevant or excessive personal information.

9. Duty to inform social workers and the VSH

Where the pupil has a social worker, the Headteacher must notify the social worker without delay. Where the pupil is looked after, the Headteacher must notify the VSH without delay. The notice must include the reason and duration.

The social worker and VSH must be told of, and invited to, any governing-board meeting and IRP. They may provide information relevant to safeguarding, welfare and educational circumstances and may participate remotely where fairness and transparency can be maintained.

10. Education during suspension or permanent exclusion

For the first five school days, the academy will take reasonable steps to set and mark accessible work, taking account of SEND and ensuring safeguarding arrangements for access to online systems. Where a looked-after pupil or pupil with a social worker is excluded, the academy will liaise with the VSH or social worker about education and welfare.

For a suspension exceeding five school days, the governing board must arrange suitable full-time education from the sixth school day. Consecutive suspensions are cumulative for this duty. For a permanent exclusion, the local authority must arrange suitable full-time education from the sixth school day.

Provision should begin earlier where reasonably possible. It must be suitable to age, ability, aptitude and any SEND; be safe; provide an appropriate curriculum; and be quality-assured and monitored. The academy remains responsible for safeguarding and educational oversight during a suspension.

The statutory day-six duty applies to pupils of compulsory school age. The academy will nevertheless take reasonable steps to maintain education for pupils outside compulsory school age, including those with public examinations remaining.

11. Governing board consideration of reinstatement

The Trust Board delegates this function only as set out in the scheme of delegation. The panel must be impartial and must not have discussed the merits outside the meeting.

The governing board must convene and decide within 15 school days of receiving notice where:

the exclusion is permanent;

the suspension takes the pupil's total above 15 school days in a term (including 15.5 days); or

the pupil would miss a public examination or national curriculum test. Reasonable steps must be taken to meet before the test; for an academy, the decision remains for the properly constituted governing-board panel.

Where the total is above five but not more than 15 days in a term, the board must meet and decide within 50 school days if the parent makes representations. Without representations, it is not required to consider reinstatement and has no power to reinstate. For five days or fewer, it must consider any representations but has no power to reinstate and need not meet.

The parent, pupil, Headteacher, social worker and VSH (where relevant) must be invited. A local-authority representative may attend an academy meeting as an observer if the parent requests it; the Trust need not agree, and the representative may speak only with the panel's consent.

Ask for written evidence in advance, including witness accounts, SEND information and the pupil record, and circulate it with an attendee list where possible at least five school days before the meeting.

Enable the pupil to express views, directly or by another suitable means, considering age, understanding and communication needs.

Permit the parent and pupil to be accompanied by a friend or representative, subject to a reasonable limit, and make reasonable adjustments.

Consider the interests and circumstances of the pupil, the circumstances of the incident, the interests of others, legality, rationality, procedural fairness, proportionality and equality duties.

12. Reaching and recording a decision

The panel must decide either to reinstate the pupil immediately or on a specified date, or to decline reinstatement. It must apply the balance of probabilities and decide independently on the evidence.

All parties must withdraw before deliberation. The clerk will produce an accurate confidential minute recording evidence considered, questions, legal tests, equality and SEND considerations, reasons and the decision. The minute is not a verbatim transcript.

Where reinstatement has become academic because the suspension has ended or the parent does not want return, the panel must still decide whether reinstatement would have been appropriate and record its findings.

13. Notification following consideration

The panel must notify the parent, Headteacher and local authority in writing without delay, giving sufficiently detailed reasons. It must also notify the social worker and VSH where applicable.

Where permanent exclusion is upheld, the notice must explain:

the right to apply for an IRP, the deadline, where and how to apply, and that the application must set out the grounds;

the right to request an SEN expert regardless of whether the pupil has identified SEN, at no cost to the parent;

the right to request a remote-access hearing and to be represented at the parent's own expense;

the routes and six-month time limit for an Equality Act claim: First-tier Tribunal (SEND) for disability discrimination and the County Court for other prohibited discrimination.

14. Removing a permanently excluded pupil from the register

The pupil's name must not be deleted until the relevant statutory ground is met. This is when 15 school days have passed from notification of the decision not to reinstate and no IRP application has been received; the parent confirms in writing that no application will be made; or any IRP and required reconsideration has concluded.

The academy must make the prescribed return to the local authority no later than the date of deletion. Until deletion, attendance must be recorded under the 2024 attendance regulations: Code D where the pupil is dual registered; Code B where attending approved off-site educational activity and not registered elsewhere; and Code E where absent and not attending alternative provision.

Once deleted and registered at a new school, the former school will send the Common Transfer File to the new school within 15 school days. Where the law permits the governing board and local authority to agree that the authority will complete the transfer, that agreement will be recorded and monitored.

The DSL will ensure the child-protection file and relevant safeguarding information, including information about risk of harm to the pupil or others, are transferred securely and separately from the main pupil file as soon as possible and within five days for an in-year transfer (or within the first five days of a new term). Where necessary to protect the pupil or others, information should be shared before the pupil starts. Receipt must be confirmed, key receiving staff alerted as required, and unclear or incomplete information followed up.

15. Independent review panels

The Trust must arrange an IRP where a valid application is made within 15 school days of the governing board's notice, or within 15 school days of the final determination of an Equality Act discrimination claim relating to the exclusion. An out-of-time application must be rejected.

The IRP will comprise three or five trained, eligible and independent members in the categories prescribed by the 2012 Regulations. No member may have a connection that raises reasonable doubt about impartiality. The hearing must be held within 15 school days of the application, subject to lawful adjournment.

The parent may apply even if they did not attend or make representations to the governing board. The excluded pupil should be enabled to express views. The parties may be represented and the social worker and VSH must be invited where relevant.

16. Appointing an SEN expert

If requested in the application, the Trust will appoint and pay for an independent SEN expert, whether or not the academy identifies the pupil as having SEN. The expert must have first-hand experience of assessing and supporting SEN, understand current legal duties and have no conflict that could reasonably call impartiality into question.

The Trust will take reasonable steps to give the parent confidence in the expert's capability and impartiality and, where possible, offer a choice. The expert will be appropriately indemnified.

17. Role of the SEN expert

The SEN expert provides impartial oral and/or written advice on how SEN may be relevant to the exclusion, based on the evidence before the panel. The expert does not diagnose or assess the pupil.

The advice addresses whether relevant SEND policies and their application were lawful, reasonable and procedurally fair; whether unidentified needs may have been relevant; and any possible contribution to the circumstances. The expert should not criticise merely because another approach could have been taken.

18. Appointing a clerk

The Trust will appoint a suitably trained clerk or make equivalent administrative arrangements. The clerk must not have served as clerk to the governing board when it declined reinstatement and must be independent of the decision under review.

19. Role of the clerk

Advise the panel and parties on procedure, law and statutory guidance without determining the merits.

Identify whether the pupil or alleged victims wish to give views and take reasonable steps to facilitate this; a pupil under 18 will not appear as a witness without parental consent.

Notify parties of rights to attend, make representations and be represented; circulate papers and the attendee list at least five school days before the hearing where possible.

Keep an accurate minute and communicate the reasoned decision without delay.

20. Duties and powers of the independent review panel

The IRP reviews whether the governing board's decision was lawful, reasonable and procedurally fair, applying judicial-review principles and the balance of probabilities. It must consider the pupil's circumstances and the interests of other pupils and staff.

The IRP may:

uphold the decision;

recommend that the governing board reconsider reinstatement; or

quash the decision and direct reconsideration where the decision was flawed on judicial-review principles.

A majority decision is sufficient; the chair has a casting vote if tied. The decision is binding. The IRP cannot direct reinstatement itself. Where it quashes and directs reconsideration, its decision notice must explain the governing board's duty and the potential £4,000 adjustment.

New evidence may be presented, but the academy and governing board may not introduce new reasons for the permanent exclusion or for declining reinstatement. When deciding whether to quash, the IRP considers the evidence that was, or reasonably should have been, available to the governing board; genuinely new evidence may inform only whether reconsideration should be recommended.

21. Remote-access meetings

A parent, or excluded pupil aged 18 or over, may request that a governing-board meeting or IRP be held by remote access. The request must follow the instructions in the relevant written notice. Remote access is not the default.

If no valid request is made, the meeting will be in person unless extraordinary events or unforeseen circumstances make that not reasonably practicable. A remote meeting may proceed only if it can be fair and transparent.

Confirm that every participant has suitable technology and can see and hear, participate, receive support and fulfil their role.

Comply with equality law and make reasonable adjustments; protect confidentiality and personal data.

Provide papers securely, explain meeting protocols, allow private communication with representatives and ensure the clerk can keep a reliable minute.

Pause to resolve technical problems. If fairness is compromised and cannot promptly be restored, adjourn and arrange an in-person meeting without delay.

22. Reconsideration following an independent review

Where the IRP recommends or directs reconsideration, the governing board must reconvene within 10 school days of receiving notice. It must conscientiously reconsider, take account of the IRP's findings and give detailed reasons, but remains free to reach its own lawful decision.

After a direction following quashing, if the pupil is not reinstated the Trust must make the £4,000 payment to the local authority in whose area the academy is located. No adjustment arises solely from a recommendation. The parent, Headteacher and local authority must be notified without delay; the social worker and VSH will also be told where relevant.

23. Police involvement and parallel criminal proceedings

The Headteacher will not automatically postpone a decision because police enquiries or criminal proceedings are under way. The decision must be based on the evidence reasonably available and the civil standard of proof, with care not to prejudice a criminal process or disclose restricted information.

The governing board and IRP should likewise proceed where fair and practicable. An adjournment may be considered where necessary for procedural fairness, but statutory timescales and the pupil's right to a prompt decision remain important. Legal advice will be obtained where appropriate.

24. Training

Every IRP member and clerk must have completed prescribed training within the two years before the review. Training will cover legislation and statutory guidance; procedural fairness and natural justice; the roles of the chair, clerk and SEN expert; Equality Act and Human Rights Act duties; and relevant case law.

Governors who sit on reinstatement panels, Headteachers and relevant leaders will receive periodic Trust training on statutory thresholds, SEND and equality, safeguarding, evidence, decision writing, off-site direction, attendance codes and pupil movement.

25. Data, assurance and monitoring

The Headteacher will report exclusion and pupil-movement data to the LGC at least termly. The Trust Board will receive assurance at least annually and sooner where risk indicates.

number, duration and reason for suspensions; permanent exclusions; cancellations; repeat suspensions and pupils approaching 45 days;

breakdown by academy, year group, sex, ethnicity, disability, SEN status, disadvantage, looked-after status, social-worker involvement and other relevant characteristics, with small-number suppression where needed;

off-site directions, managed moves, elective-home-education following behavioural concerns, deletions from roll and alternative-provision quality and attendance;

timeliness of parent, local-authority, social-worker and VSH notifications; day-six provision; reintegration; governing-board meetings and IRPs;

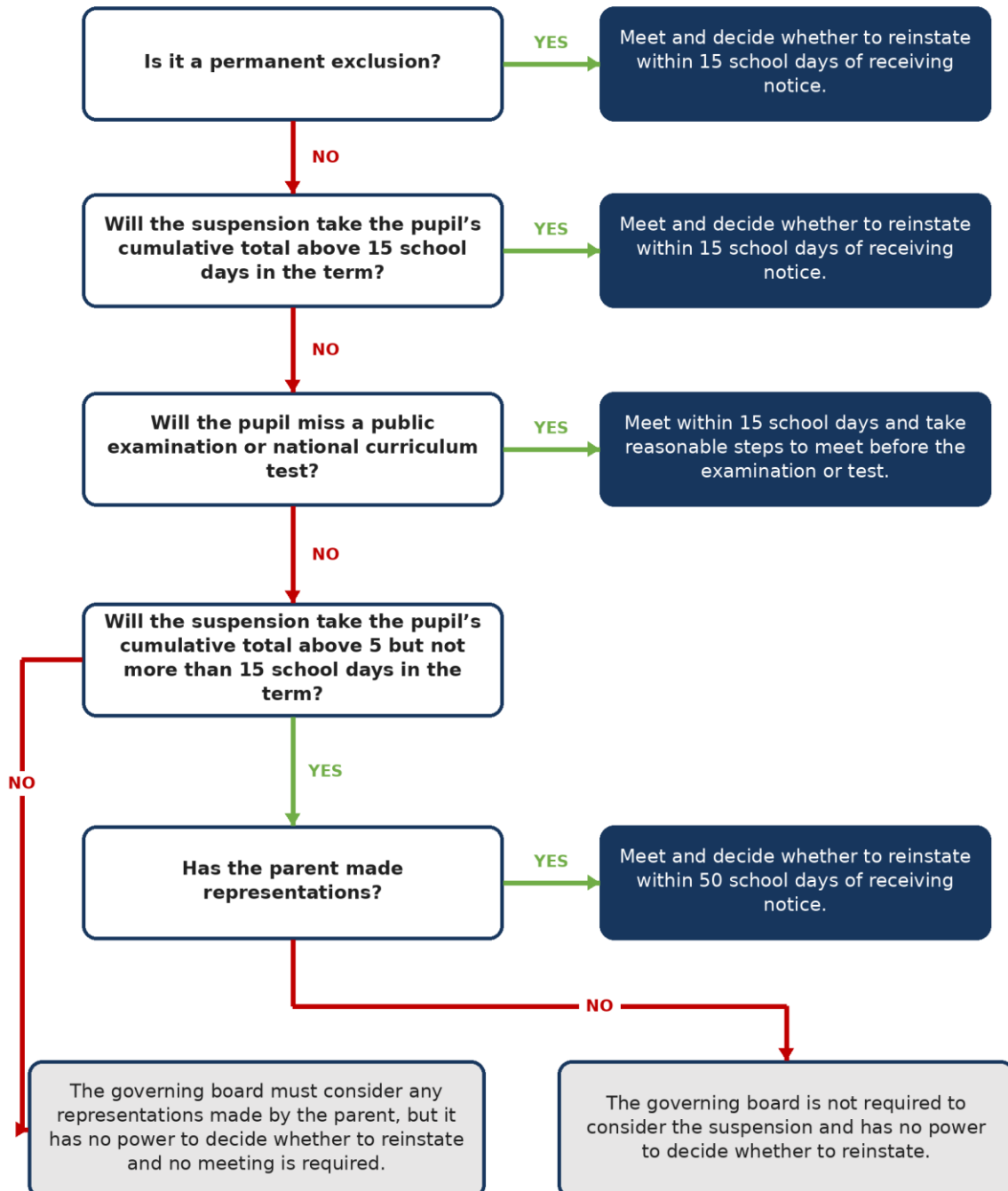
patterns suggesting discrimination, unmet need, off-rolling, inconsistent practice, safeguarding risk or ineffective intervention, with recorded corrective action.

The Trust will review this policy annually and sooner after legislative or DfE change, relevant case law, a serious incident or a material assurance finding. The Trust Safeguarding Lead is responsible for maintaining the controlled version.

Appendix 1: Governing board reinstatement decision route

Governing board reinstatement decision route

Apply the route to the exclusion under consideration and the pupil's cumulative days in the term.



Note: more than 15 days includes any total above 15, for example 15.5 days.

For every required meeting: invite the parent and pupil, Headteacher, social worker and VSH where relevant; provide papers in advance; make reasonable adjustments; hear the pupil's voice; apply the balance of probabilities; and issue a detailed written decision without delay.

Appendix 2: Headteacher compliance checklist

- ☐ Decision taken personally by the Headteacher/acting Headteacher and only on disciplinary grounds.
- ☐ Facts established fairly; pupil voice obtained; civil standard applied; reasons and evidence recorded.
- ☐ Statutory permanent-exclusion test addressed separately under both limbs, where applicable.
- ☐ SEND, disability, reasonable adjustments, equality, safeguarding and contextual factors considered.
- ☐ DSL/SENCO/social worker/VSH/local authority consulted where relevant and practicable.
- ☐ Start/end dates, cumulative days, public examinations and day-six education checked.
- ☐ Parent, LGC, local authority, home authority, social worker and VSH notified as required without delay.
- ☐ First-five-day work and public-place duty explained; alternative provision arranged/notified.
- ☐ Reintegration strategy planned for suspension or cancelled exclusion.
- ☐ MIS, attendance code, transfer and safeguarding records com