



Federation

Suspension & Exclusion Policy

Reviewed by Governors September 2026

Next review September 2027

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Statement of intent

[The Federation of Moorlands & Park Lane](#), understands that promoting good behaviour is essential for promoting a high-quality education.

Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding pupils should only be used as a means of last resort.

The school has created this policy to clearly define the legal responsibilities of the headteacher, governing board and LA when responding to pupil suspensions and exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a pupil's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

A “**suspension**” is defined as the temporary removal of a pupil from the school for behaviour management purposes. 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 does not have to be for a continuous period.

An “**exclusion**” is defined as the permanent removal of a pupil from the school, 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 pupils or staff in the school.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023
- The European Convention on Human Rights (ECHR)
- Children's Wellbeing and Schools Act 2026

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Behaviour in Schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Anti-bullying Policy
- Pupil Code of Conduct

- Special Educational Needs and Disabilities (SEND) Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Child Protection and Safeguarding Policy

Roles and responsibilities

The LA is responsible for:

- Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of LAC.
- Arranging suitable full-time education for any pupil of compulsory school age excluded permanently, in coordination with the school.
- Reviewing and reassessing pupils' needs in consultation with their parents where they have an EHC plan and are excluded permanently, with a view to identifying a new placement.
- Arranging for an independent review panel hearing to review the decision of the governing board not to reinstate a permanently excluded pupil where required.
- Arranging for the independent review panel hearing to be held via remote access where requested by parents or excluded pupils aged 18 and over.
- Arranging the hearing without delay at a time, date and venue convenient for all parties.
- Ensuring the independent review panel consists of three or five members as appropriate, which represent the required categories.
- Ensuring all panel members and the clerk have received training within the two years prior to the date of the review.
- If requested by parents, appointing a SEND expert to attend the panel and covering the associated costs of this appointment.

The governing board is responsible for:

- Providing information to the Secretary of State and LA about any suspensions and exclusions within the last 12 months.

- Arranging suitable full-time education for any pupil of compulsory school age who is suspended, where required.
- Considering parents' representations about suspensions and exclusions within 15 school days of receiving notice if the appropriate requirements are met.
- Where a suspension or exclusion would result in a pupil missing a public examination or test, considering the suspension or exclusion before this date.
- Considering whether it would be appropriate for a pupil to be permitted onto the school premises to sit the public examination or test.
- Arranging the representation meeting at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Arranging for the representation meeting to take place via remote access where requested by parents or excluded pupils aged 18 and over.
- Adhering to its responsibilities to consider the reinstatement of pupils.
- Considering the interests and circumstances of the suspended or excluded pupil, including the circumstances in which they were suspended or excluded, and have due regard to the interests of others at the school.
- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to a suspension or exclusion.
- Ensuring clear minutes are taken of the representation meeting.
- Noting the outcome of the representation meeting on the pupil's education record, along with copies of relevant papers for future reference.
- Notifying the pupil's parents, the headteacher and the LA of its decision and the reasons for it, without delay.
- **[This is not statutory. Where not appointed, the responsibilities should be assumed by the LA.]** Appointing a clerk to provide advice to the relevant panel and parties to the review on procedure, law and statutory guidance on suspensions and exclusions.
- Where appropriate, informing parents of where to apply for an independent review panel.
- Informing parents of relevant sources of information.

- Ensuring a pupil's name is removed from the school admissions register, where appropriate.
- Reconvening within 10 school days to reconsider reinstatement of a pupil where directed to do so by the suspensions and exclusions review panel.
- Using data to evaluate the school's practices regarding intervention, suspension and exclusion.

[This is not statutory. Where not appointed, the responsibilities should be assumed by the LA.] The clerk to the suspensions and exclusions review panel is responsible for:

- Informing the appropriate individuals that they are entitled to:

Make written representations to the panel.

Attend the hearing and make oral representations to the panel.

Be represented.

- Circulating copies of relevant papers at least five school days before the review to all parties.
- Giving all parties details of those attending and their role, once the position is clear.
- Attending the review and ensuring that minutes are produced in accordance with instructions from the panel within the timeframe of the policy.

The headteacher is responsible for:

- Implementing good levels of discipline to ensure all pupils can benefit from the opportunities provided by education and to minimise potential suspensions and exclusions.
- Applying the civil standard of proof when establishing the facts in relation to a suspension or exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the suspension or exclusion process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a pupil has suffered bereavement, experienced bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.

- Reviewing the effectiveness of suspensions and exclusions as sanctions, e.g. if a pupil has received multiple suspensions or is approaching the legal limit for suspensions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, those eligible for FSM, LAC and those from certain ethnic groups.
- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Determining whether a pupil will be suspended or excluded on disciplinary grounds.
- Adhering to their responsibilities when cancelling an exclusion before the governing board has met to consider whether the pupil should be reinstated. Withdrawing any suspensions or exclusions that have not been reviewed by the governing board, where appropriate.
- Ensuring any decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to suspend or exclude a pupil.
- Where practical, ensuring that the pupil is given the opportunity to present their case before a decision is reached.
- Ensuring they have considered their legal duty of care when sending a pupil home following a suspension or exclusion.
- Making the decision to suspend or exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Ensuring that the school does not engage in unlawful 'off-rolling'.
- Notifying a pupil's parents without delay where the decision is taken to suspend or exclude the pupil, including the days on which the parents must ensure the pupil is not present in a public place at any time during school hours, as well as any other necessary information statutorily required.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the governor responsible and LA of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.
- Notifying the governing board once per term of any exclusions in the headteacher's report to governors.

- Organising suitable work for excluded pupils where alternative provision cannot be arranged.

Grounds for suspension or exclusion

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

The behaviour of a pupil outside of the school can also be considered grounds for a suspension or exclusion.

Pupils can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, pupils can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

The school has the power to direct a pupil off-site to improve their behaviour.

A suspension or exclusion decision will not be made:

- Because a pupil has SEND that the school feels unable to support.
- Due to a pupil's poor academic performance.
- Because the pupil has not attended a reintegration meeting.

- On non-disciplinary grounds, such as the action of a pupil's parents.

Exclusion is a last resort and should only be used in the case of:

- A serious breach or persistent breaches of the school's Behaviour policy.
- Where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

The headteacher's power to suspend and exclude

Only the headteacher has the power to suspend or exclude a pupil from the school, and is able to decide whether either a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds.

The headteacher is able to suspend pupils where their behaviour is disruptive during lunchtime. All lunchtime suspensions will be counted as half of a school day. The headteacher is also able to consider a pupil's disruptive behaviour outside of the school premises as grounds for suspension or exclusion, in accordance with the school's Behaviour Policy.

When sending a pupil home following any suspension or exclusion, the headteacher will ensure that they exercise their duty of care at all times and will always inform the parents.

Any decision made to suspend or exclude a pupil will be lawful, proportionate and fair, with respect to legislation relating directly to suspensions and exclusions and the school's wider legal duties, including the ECHR. At all times, the headteacher will take into account their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds and will not increase the severity of a pupil's suspension or exclusion on these grounds.

The headteacher will apply the civil standard of proof when responding to the facts relating to a suspension or exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.

The headteacher may cancel any suspension or exclusion that has already begun, or one that has not yet begun; however, this power will only be used if the suspension or exclusion has not already been reviewed by the governing board.

[Please note: The headteacher's duties in relation to notification and the duty to allow a pupil back into school have been made statutory] Where a suspension or exclusion is cancelled, the headteacher will notify the pupil's parents, the governing board, the LA, and, where relevant, the virtual school head (VSH) and the pupil's social worker. The notification will also provide the reason for the cancellation. The headteacher will offer the pupil's parents the opportunity to meet with the headteacher to discuss the circumstances that led to the cancellation of the exclusion, and the pupil will be allowed back into school without delay.

When a suspension or exclusion is cancelled, the governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.

Any days spent out of school as a result of a suspension or exclusion prior to it being cancelled will count towards the maximum 45 school days that a pupil can be suspended or excluded in an academic year. A permanent exclusion will not be cancelled if the pupil has already been suspended or excluded for more than 45 school days in an academic year or if they will have been so by the time the cancellation takes effect.

The headteacher will report the number of suspensions and exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to the governing board once per term, to allow the governing board to have appropriate oversight.

The headteacher will not issue any 'informal' or 'unofficial' suspensions or exclusions, e.g. sending a pupil home to 'cool off', regardless of whether the parents have agreed to this. The headteacher will not use the threat of suspension or exclusion as a means of instructing parents to remove their child from the premises.

All suspensions and exclusions will be formally recorded on the school's [CPOM SYSTEM](#).

[Updated] Factors to consider when suspending or excluding a pupil

When considering the suspension or exclusion of a pupil, the headteacher will:

- Allow the pupil the opportunity to present their case once evidence has been collected.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the pupil has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
- Take into consideration whether all alternative solutions have been explored pursuant to the school's Behaviour policy.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess pupils who demonstrate consistently poor behaviour.

The headteacher will consider what extra support may be available for vulnerable pupil groups whose suspension and exclusion rates are higher, to reduce their risk of suspension or exclusion, including the following:

- LAC

- Pupils eligible for FSM
- Pupils with SEND
- Certain ethnic groups

The headteacher will consider avoiding excluding LAC, those with SEMH issues or pupils with an EHC plan. Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the headteacher, who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities. The full assessment procedures are outlined in the school's Social, Emotional and Mental Health (SEMH) Policy.

Where a pupil has an EHC Plan the headteacher will consider whether to request an emergency review for a pupil with an EHCP at risk of suspension.

Where SEND or SEMH issues are identified, an individual behaviour plan will be created using the graduated response outlined in the school's Behaviour Policy. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the graduated response process, then suspension or exclusion may be considered. In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be suspended or excluded before the graduated response process has been completed.

Where a pupil with SEND or SEMH issues is excluded because of a SEND- or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these pupils are closely tracked and showing that the school has a close relationship with the pupil's next destination.

The headteacher will work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.

[New] Off-rolling and unlawful exclusions

The school will ensure that all suspensions and permanent exclusions are carried out in accordance with relevant legislation and statutory guidance.

The school will not use informal or unofficial exclusions. Where a pupil is required to leave the school site or is prohibited from attending school on disciplinary grounds, this will only take place through a formal suspension or permanent exclusion process. This includes suspensions of part of a school day.

All suspensions and permanent exclusions will be formally recorded and communicated to parents in writing.

The school **will not** suspend or permanently exclude a pupil for unlawful reasons, including because:

- The pupil has SEND that the school considers difficult to support.

- Of the pupil's academic attainment or ability.
- A parent or pupil has not complied with a condition that is not lawfully required for reinstatement following a suspension.
- A parent or pupil refuses to agree to a managed move.

The school will not engage in practices that could constitute off-rolling. Off-rolling occurs when a pupil is removed from the school roll, or encouraged to leave the school, without following the appropriate legal processes and where this is primarily in the interests of the school rather than the pupil.

Examples of practices that the school **will not** use include:

- Pressuring or encouraging parents to remove their child from the school, including through elective home education, to avoid a suspension or permanent exclusion.
- Directing a pupil to alternative provision where this is not in the pupil's best interests.
- Sending a pupil home without formally recording the absence as a suspension.
- Placing a pupil on a part-time timetable for disciplinary reasons without appropriate justification and oversight.
- Removing a pupil from the admission register other than in accordance with the relevant regulations.

Parents who believe that suspension or permanent exclusion procedures have not been followed, or who feel they have been pressured to remove their child from the school, may raise their concerns through the school's Complaints Policy and Procedure.

[New] Separation of pupils for safeguarding purposes

In exceptional circumstances, the school may temporarily prevent a pupil from attending the school site for safeguarding reasons. This may be necessary where allegations or concerns relating to the safety or welfare of pupils require one or more pupils to be separated while risks are assessed and managed.

Any decision to temporarily prevent a pupil from attending the school site for safeguarding reasons will not be treated as a suspension or permanent exclusion and will not be recorded as such.

Such decisions will be made on a case-by-case basis, led by the DSL or a deputy, and informed by professional judgement, relevant safeguarding guidance and, where appropriate, advice from external agencies such as children's

social care or the police.

The school will inform parents of the reasons for the arrangement as soon as reasonably practicable and will notify the governing board without delay. The governing board will ensure that this measure is used only in exceptional circumstances where separation is necessary and cannot reasonably be achieved while allowing all pupils to remain on the school site.

In making any decision to separate pupils for safeguarding purposes, the school will have regard to its duties under safeguarding legislation and guidance, including Keeping Children Safe in Education, the Human Rights Act 1998 and the Equality Act 2010.

Where a pupil is unable to attend the school site for safeguarding reasons, the school will work with the LA, parents and other relevant agencies to ensure that suitable education is arranged in accordance with statutory requirements.

[Updated] Alternative measures

Before taking a final decision, the headteacher will consider whether it is in the best interests of all parties to initiate off-site directions or managed moves as alternative measures to suspension or exclusion.

[New] Off-site direction

The school will consider the use of off-site direction where interventions and targeted support have not been successful in improving a pupil's behaviour. Off-site direction will be used to arrange a time-limited placement at alternative provision or another mainstream school, with the aim of supporting behavioural improvement and successful reintegration.

Where a pupil attends another school under an off-site direction arrangement, the school will ensure that attendance is recorded in accordance with statutory requirements, including the use of the appropriate attendance code.

Where appropriate, the school will prioritise in-school interventions and targeted support, including support from alternative provision providers, to meet a pupil's individual behavioural, educational or SEND needs before considering an off-site placement.

Off-site direction may be arranged on a full-time basis or as part of a blended provision combining attendance at alternative provision with continued attendance at the school. Before any placement begins, the school will agree a proposed maximum duration and will consider future options, including reintegration arrangements or, where appropriate, a managed move following review of the placement.

The governing board will comply with all relevant legislation and statutory guidance relating to off-site direction and alternative provision arrangements.

The governing board will ensure that all off-site direction arrangements have clear objectives, specified timescales

and appropriate monitoring arrangements. Parents, carers, pupils aged 18 or over and, where applicable, the LA for pupils with an EHC Plan, will be notified in writing of the placement as soon as reasonably practicable and no later than two school days before the placement begins.

Written notification will include:

- The address where the educational provision will be delivered.
- The name of the person to whom the pupil will report on first attendance.
- The duration of the placement.
- The reasons for, and objectives of, imposing the requirement.
- Details of the daily timetable, including session times and breaks where applicable.

Parents, pupils aged 18 or over and, where applicable, the LA for pupils with an EHC Plan, will be entitled to request a review meeting in writing. The governing board will arrange such a meeting as soon as reasonably practicable unless a review has already taken place within the previous ten weeks.

The governing board will keep the placement and reintegration arrangements under regular review for the duration of the off-site direction. Review meetings will take place at intervals determined by the needs of the pupil. Written invitations to attend review meetings, or to submit written views, will be issued to parents, carers and, where applicable, the LA at least six days before the meeting. The school will seek to arrange review meetings at a date and time that is reasonably convenient for those invited to attend.

Following each review meeting, the governing board will determine whether the placement should continue and, if so, for how long. Review arrangements, including the date of the next review and the individuals who should be involved, will be agreed and recorded.

Review meetings may involve the pupil, parents, school staff and relevant agencies, including social workers, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH), Youth Justice Teams and the LA where appropriate. The school will maintain written records of all reviews and ensure that reviews take place frequently enough to assess whether the placement is achieving its intended outcomes.

The governing board will notify parents, or pupils aged over 18, in writing of its decision following each review meeting, including whether the placement will continue, the duration of any continuation and the reasons for the decision. This notification will be issued no later than six days after the review meeting.

Throughout any period of off-site direction, the school will seek to ensure that the pupil continues to receive a broad and balanced curriculum while interventions are delivered to address behavioural concerns. Where a pupil has a

disability or special educational needs, the school will continue to fulfil its duties under the Equality Act 2010 and the Children and Families Act 2014, including making reasonable adjustments and providing appropriate support.

The duration of any off-site placement will be determined by the individual needs of the pupil and the extent to which the placement supports positive behavioural outcomes.

Before any off-site direction begins, the school and the receiving school will ensure that all relevant information is shared, including attainment information, assessment data, risk assessments, safeguarding information and effective support strategies. The LA will also be involved where appropriate.

The school will ensure it can demonstrate that appropriate early intervention and support have been implemented before an off-site direction is arranged. This may include multi-agency involvement, targeted interventions and relevant statutory assessments. Effective information sharing between the school, the receiving school and other relevant agencies will take place before the placement begins to ensure that the pupil's welfare, safety and educational needs are fully supported.

Managed moves

[Updated] Where it is thought to be in a pupil's best interest to transfer them to another mainstream school permanently, the headteacher and governing board will discuss this with the parents of the pupil, and the LA if the pupil has an EHC plan. Managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.

[New] A managed move is a permanent transfer to another mainstream school as part of a planned intervention and will only be used where it is considered to be in the pupil's best interests.

[Updated] The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. This may include evidence of multi-agency support and any relevant statutory assessments where appropriate.

[Updated] The school will participate in information sharing with the pupil's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. Information sharing will also include safeguarding information, current risk assessments and advice on effective ongoing risk management and pupil support strategies where appropriate.

The school will also cooperate with the pupil's new school to create an effective integration strategy.

[New] Where a pupil has an EHC plan, the school will liaise with the LA before a managed move is agreed and will follow the relevant statutory procedures for amending the plan where required.

[New] The school will not use trial managed moves. Where a temporary placement at another school is required to support a pupil's behaviour, this will be arranged through off-site direction.

Parents who have concerns that a managed move is being forced on them or who are unhappy with a managed move will be referred to the Complaints Policy and Procedure.

[New] The school will not permanently exclude a pupil because a parent or pupil refuses to agree to a managed move.

Duty to inform parents

Following the headteacher's decision to suspend or exclude a pupil, they will immediately inform the parents, or the excluded pupil if they are 18 or older, in person or by telephone, supported by email communication, of the period of the suspension, or permanency of the exclusion, and the reasons behind this.

The headteacher will inform the parents in writing (or electronically if written permission has been received from the parents for notices to be sent this way) of the following:

- The reasons for the suspension or exclusion
- The length of the suspension or permanency of the exclusion
- Their right to raise any representations about the suspension or exclusion to the governing board, including how the pupil will be involved in this and how the representations will be made
- Their right to make a request to hold the meeting via remote access and how this request can be made
- Their right to attend a meeting where there is a legal requirement for the governing board to consider the suspension or exclusion, and the fact that they are able to bring an accompanying individual
- The arrangements that have been made for the pupil to continue their education prior to the organisation of any alternative provision, or the pupil's return to school
- Relevant sources of free, impartial information

Where the pupil is of compulsory school age, the headteacher will inform the parents by the end of the afternoon session that for the first five days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents may receive a penalty fine if they fail to do so.

Where the headteacher has arranged alternative provision, they will also inform the parents of the following:

- The start and end date for any provision of full-time education
- The address at which the provision will take place
- Any information necessary for the pupil to identify the person they should report to on the starting date

Where the headteacher is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within 48 hours of the pupil beginning the provision. If the alternative provision is due to begin before the sixth day of the suspension or exclusion, the headteacher is able to give less than 48 hours of notice, with parental consent.

If the headteacher has decided to suspend the pupil for a further fixed period following their original suspension, or to permanently exclude them, they will notify the parents without delay and issue a new suspension or exclusion notice to parents.

Duty to inform the governing board and LA

The headteacher will inform the governing board, without delay, of the following:

- Any permanent exclusions (including where a suspension is followed by a decision to permanently exclude the pupil)
- Any suspensions which would result in the pupil being suspended for more than 5 school days in a term (or more than 10 lunchtimes)
- Any suspensions or exclusions which would result in the pupil being absent from an examination or national curriculum test

For any suspensions and exclusions, other than those above, the headteacher will notify the governing board once per term.

The headteacher will inform the LA of all suspensions or exclusions, regardless of their length, without delay.

All notifications to the governing board and LA will include the reasons for suspension or exclusion and the duration of any suspension.

If a pupil who is suspended or excluded lives outside the LA in which the school is located, the headteacher will notify the pupil's 'home authority'.

Duty to inform social workers and the virtual school head (VSH)

When a pupil has been suspended or excluded, the headteacher will, without delay, notify the pupil's social worker, if they have one, and the VSH, if they are a looked-after child. This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.

Social workers and/or the VSH will also be informed when a meeting of the governing board is taking place, and will be invited to attend the meeting should they wish to do so.

Social workers and VSHs will be allowed to join a governing board meeting or independent review panel via the use of remote access, as long as the arranging authority is satisfied they will be able to participate effectively, they can hear and be heard throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent.

Arranging education for suspended and excluded pupils

For any suspensions of more than five school days, the governing board will arrange suitable full-time education for the pupil, which will begin no later than the sixth day of suspension. Where a pupil receives consecutive suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension. For exclusions, full-time education will be provided for the pupil from the sixth day of exclusion.

The governing board will not arrange full-time education for any pupil who is currently in their final year of compulsory education, and who does not have any further public examinations to sit.

The governing board is aware that it is beneficial to suspended and excluded pupils to begin their alternative education arrangements before the sixth day of suspension or exclusion; therefore, the governing board will always attempt to arrange alternative provision before the sixth day. Where it is not possible to arrange alternative provision during the first five days, the school will ensure that they take reasonable steps to set and mark work for the pupil.

If a pupil with SEND has been suspended or excluded, the governing board will ensure that:

- Any alternative provision is arranged in consultation with the pupil's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed or the pupil's needs are reassessed, in consultation with the pupil's parents.

A re-integration meeting will be held with the pupil, parents and a member of senior staff as appropriate following a period of suspension. If the parents are either unable or unwilling to attend the re-integration meeting, the pupil will still be permitted to return to the classroom.

Considering suspensions and exclusions

The governing board will consider any representations made by parents regarding suspensions and exclusions.

Parents and, where requested, a friend or representative, the headteacher, and a member of the LA will be invited to attend any consideration of suspensions and exclusions and will be able to make representations.

Any meeting to consider reinstatement of a pupil will be arranged at a date and time convenient for all parties, and in compliance with any statutory time limits. Parents, and excluded pupils if they are over 18, will also be able to request that the meeting is held via remote access.

Where it is appropriate to the pupil's age and level of understanding, the pupil will also attend any consideration meeting, and will be enabled to make a representation on their own behalf if they desire to do so.

Within 15 school days of receiving notice of the suspension or exclusion, the governing board will consider the reinstatement of a suspended or excluded pupil, where:

- The exclusion is permanent.