



Suspensions and Permanent Exclusions Policy

This policy has been approved and adopted by the Christus Catholic Trust across all their academies and it will apply to all staff within the Trust.

Approved by Trust Board	July 2025
Review Date	July 2027

The schools of Christus Catholic Trust are unique and united in partnership and service to our communities and global home.

We are:

- Uncompromising in our **ambition** to use the power of **collaboration** to ensure our pupils receive an **excellent** Catholic education.
- Have a strong culture of safeguarding in an environment where good mental health and wellbeing are nurtured.
- Have an **inclusive** approach to a high quality, **innovative**, contextualised education.
- Have high **aspirations** for all our pupils to achieve the best possible outcomes.

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Statement of Intent

At the heart of every Catholic school sits the person of the Lord Jesus Christ and the teachings of the Catholic Church on the God-given dignity of each human life. Each and every person is to be valued as God's creation. The Church's vision is firmly rooted in the example of Jesus, who turned no-one away, but made himself available to all.

Christus Catholic Trust (CCT) schools believe that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the trust and the schools recognise that, suspension and permanent exclusion may be necessary as a last resort.

The Trust and the schools understand that behaviour is often a means of communication which may signal that a pupil is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause suspension or permanent exclusion to be considered.

The Christus Catholic Trust's Suspension and Permanent Exclusion Policy has its foundations in the teachings of Jesus Christ and the Trust's vision of being unique and united in partnership and service to our communities and global home. To that end every school is committed to a culture of celebrating behaviours that foster respect, kindness, community and achieving our full potential.

Pupils being in school full time is the most effective way for pupils to learn and develop their God given gifts as individuals. There are occasions however, on an exception basis, where pupils must be suspended or permanently excluded to safeguard other pupils and staff, or the pupil themselves, and where all other courses of action have been exhausted. This policy sets out the consistent and objective means by which such decisions will be made.

Christus Catholic Trust (CCT) is committed to ensuring high behavioural standards for all pupils. Actual, practical applications of these principles are the responsibility of the Headteacher who will view each case in light of these principles and any relevant policies. This policy should be read in conjunction with the individual school's Behaviour Policy and the Trust Behaviour Principles.

Introduction

This policy sets out our Trust-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 Christus Catholic Trust Schools recognise 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.

The policy sets out some consistent principles through which the decision to suspend or 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 will have the final say regarding the sanction issued based on the individual circumstances of that case.

Legislation and Regulations

This policy is based on legislation and advice from the Department for Education (DfE) including:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Other legislation on which this policy is based includes:

- Section 51a of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils.

- Section 579 of the [Education Act 1996](#), which defines ‘school day’ .
- 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](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines ‘off-rolling’
- The SEND Code of Practice [SEND Code of Practice January 2015.pdf](#)

This policy is compliant with the Christus Catholic Trust funding agreement and articles of association.

Definition of Suspension and Permanent Exclusion

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 Panel will need to be called to consider reinstatement.

Permanent exclusion is when a pupil is removed from the school permanently and taken off the school roll.

A managed move is when a pupil is transferred to another school offering a new start for the pupil. There may be occasions when the pupil is initially dual registered as part of the transition. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

Suspension or permanent exclusion is a last resort when other forms of intervention have failed and the pupil still poses a risk to the learning of other pupils and risks the safeguarding and wellbeing of other pupils, staff, the wider school community, or themselves.

Alternatives to suspension or permanent exclusion must usually have been tried prior to reaching this point (such as restorative conversations, the loss of rewards, temporary isolation, detention, identification of need or Special Educational Needs support and provision etc.). Suspension or permanent exclusion will only be considered in regard to significant or persistent breaches of the School’s Behaviour Policy.

The Use of Suspension

Suspension will be used as a tool to break patterns of serious disruptive behaviour that is impacting upon the learning of other pupils or the pupil themselves and risks impacting upon the safeguarding and wellbeing of others or the pupil themselves.

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 (usually at least a day) 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 school rules will not be accepted and that there are consequences to actions.

Permanent Exclusion

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The Headteacher must be able to evidence both parts of the above when presenting evidence to the Governor

Panel. (*Appendix 1 – DfE Suspension and Exclusion Flow Chart*).

Additionally, the Headteacher must also be able to evidence that all other strategies have been exhausted to support the pupil to change/ improve their behaviour (except in the case of a one-off serious incident).

Appendix 5 – Suspension Checklist and Appendix 6 – Permanent Exclusion Checklist

Where there is time, the Headteacher should seek advice from the Catholic Senior Executive Lead (CSEL) and Trust Head of SEND and Inclusion. Whilst the Catholic Senior Executive Lead and Trust Head of SEND and Inclusion 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.

In determining whether a permanent exclusion is the means of last resort the Headteacher should:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider whether the pupil has special educational needs (SEN) and all support, provision and reasonable adjustments are in place to support them.
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker or is a looked-after child (LAC)).
- Consider whether all alternative solutions have been explored, such as a managed move.

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to permanently exclude, unless it would not be appropriate to do so.

Pupils that are Looked After or have a Social Worker

The Headteacher should reflect on the specific needs of a pupil before suspending or permanently excluding them.

If the pupil is Looked After or Previously Looked After, then there should be dialogue with the Virtual School Head before a suspension/ permanent exclusion takes place to determine if there is any additional support or pathway that could be utilised as an alternative to suspension or permanent exclusion.

If the pupil has a Social Worker, then there should be dialogue with them before a suspension/ permanent exclusion takes place to determine if there is any additional support or pathway that could be utilised as an alternative to suspension or permanent exclusion.

Whilst the Headteacher has a responsibility to consult with the Virtual School Head or Social Worker before suspending or permanently excluding a pupil it remains the case that the Headteacher can still make the decision based on the evidence before them to safeguard other pupils and staff in the school.

Pupils that have Special Educational Needs of Disabilities (SEND)

The schools will consider reasonable adjustments for disabled pupils. This duty can in principle apply both to the suspension and permanent exclusion process and to the disciplinary sanctions imposed.

The school, supported by the Trust Head of SEND and Inclusion, will use their ‘best endeavours’ to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

The school will engage proactively with parents in supporting the behaviour of pupils with additional needs. Where the school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with additional needs, a disability or an EHC plan it will, in partnership with the Local Authority and other professional, consider what additional support or alternative placement may be required.

This should involve assessing the suitability of provision for a pupil’s SEN or disability. Where a pupil has an EHC plan, the school will contact the LA about any behavioural concerns at an early stage and consider

requesting an early annual review prior to making the decision to suspend or permanently exclude. The school will also call an early annual review after any suspension.

For those without an EHC plan, the school will review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support, which may then be increased.

Informing Parents/Carers

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. This will be written into a risk of suspension/permanent exclusion support plan and shared with all parties.

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 occurs, or if not then within 24 hours. If the notification is by telephone, then this must be followed up with a letter.

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 a panel of the Local Governing Body and, where the pupil is attending alongside parents, how they may be involved in this.
- How any representations should be made.
- Information should also be shared with parents about the local SENDIASS service, free, confidential and impartial information, advice and support about Special Educational Needs and Disability (SEND), if parents think their child may have a SEND need.
- Where there is a legal requirement for the Local Governing Committee to hold a meeting to consider the reinstatement of a pupil, and that parents/ carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend.
- 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.

A copy of the suspension letter should then be uploaded onto the pupil's Arbor profile.

It would normally be the case that if a decision is being made to either suspend or permanently exclude then that decision will be communicated from the outset. It is not possible to convert a suspension to a permanent exclusion at a later date. The only exception to this is where a Headteacher is awaiting the outcome of further investigations before taking the decision to permanently exclude. In this circumstance the parents, carers and pupil must be made aware in writing that should additional evidence come to light that the suspension may be converted to a permanent exclusion.

Informing the Trust and the Local Authority

The Headteacher will notify the Local Authority, the Catholic Senior Executive Lead and the Chair of the Local Governing Committee, of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.
- A copy of the letter sent to parents
- 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 (***Appendix 2 – Essex/Thurrock Model Template Letter – below 5 days, Appendix 3 – Essex/Thurrock Model Template Letter – 5-15 days, Appendix 4 - Essex/Thurrock Model Template Letter – More than 15 days***).

Essex Suspension letters should be sent to suspensions@essex.gov.uk Thurrock suspension letters should be sent via AVCO to the Access and Inclusion Officer.

The Catholic Senior Executive Lead and the Chair of the Local Governing Committee can be notified by forwarding the same paperwork as is requested by the LA.

If a pupil with a Social Worker is at risk of suspension or permanent exclusion, the Headteacher will inform the Social Worker as early as possible. If a pupil who is a Looked-After child (LAC) is at risk of suspension or exclusion, the Headteacher will inform Virtual 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.

If the Headteacher still decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's Social Worker or Virtual 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).
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant).

The Social Worker or Virtual School Head will be invited to any meeting of the LGB about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances that may have influenced the circumstances of their suspension or permanent exclusion.

The Local Authority's Inclusion Team will also receive an invite to an LGB meeting that considers a pupil's suspension or permanent exclusion.

The Role of the Local Governing Committee (LGB)

The Headteacher will notify the Chair of the Local Governing Committee, of all suspensions and permanent exclusions without delay, regardless of the length of a suspension. The role of the LGB would be to review decisions that fall into the following categories:

Number of days	Review Process	Definition
1-5 days	Consider written representations of the parents/carers.	Cannot direct reinstatement or to remove the suspension from the pupil's record.
6-15 days in a term	Meeting to be held within 50 calendar days of the notice of suspension, if requested by the parents/carers. Panel can consider whether the length of suspension was justified.	Ability to re-instate the child/young person and add a note to the pupil's file of their decision.
15 days+ in a term	Governors' Review Panel to meet within 15 school days to review the suspension which took the number about 15 in that term. Panel can review whether the length of the suspension was justified.	Can re-instate the pupil immediately or on a particular date and add a note to the pupil's file of their decision.

Where a pupil would miss a public examination or national curriculum test	Where reasonably practical, consider the suspension /exclusion prior to the test. The Chair could review this decision by themselves given urgency.	Can re-instate the pupil immediately or before the examination/test. Governors' Review Panel can exercise discretion to enable pupil to take appropriate tests.
Permanent Exclusion	Governors' Review Panel to meet within 15 school days to review the exclusion	Can re-instate the pupil immediately or on a particular date and add a note to the pupil's file of their decision

Arranging Educational Provision

For the first five days of a suspension, the school will take steps to ensure that work is set and marked for a pupil. This can include utilising any online pathways/resources. Reasonable adjustments to support a SEND pupil will be made.

For a suspension of more than five school days, the Catholic Senior Executive Lead or Trust Head of SEND and Inclusion, along with the Headteacher will arrange suitable full-time education for any pupil of compulsory school age. The cost of this will be covered by the school. This provision will begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, then education will be arranged for the sixth school day of suspension, regardless of whether this is as a result of one decision to suspend or multiple decisions to suspend the pupil for several periods.

The Local Authority (LA) is responsible for the educational provision of pupils who have been permanently excluded and will arrange suitable full-time education for the pupil to begin no later than the sixth school day of the permanent exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different LA.

The LA will have regard to the relevant statutory guidance when carrying out its duties in relation to the education of Looked After Children (LAC). Where a LAC is permanently excluded, the school will document the provision of immediate suitable education in the child's PEP.

Where a pupil has an EHC plan, the LA may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

The Education of Pupils Prior to the Sixth Day of an Exclusion

It is important for schools to help minimise the disruption that suspension or permanent exclusion can cause to a pupil's education. Whilst the statutory duty on the Trust is to arrange full-time education from the sixth day of a suspension or permanent exclusion, there is an obvious benefit in starting this provision as soon as possible.

In particular, in the case of a looked-after child or child with a social worker, the school and the local authority should work together to arrange alternative provision from the first day following the suspension or permanent exclusion. Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of a suspension or permanent exclusion, the school should take reasonable steps to set and mark work for the pupil.

Off-Site Direction / Alternative Provision

Where interventions or targeted support have not been successful in improving a pupil's behaviour, an off-site direction should be considered. Academies can arrange off-site provision for such purposes under their general powers. Off-site direction may only be used to improve future behaviour and not as a sanction or punishment for past misconduct.

An off-site direction is where the school arrange time-limited placements at an alternative provision (AP) setting or at another mainstream school. Any use of an off-site direction should be based on an understanding of the support a child or young person needs to improve their behaviour, as well as any SEND or health needs.

The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they consider appropriate and for as long as the requirement remains in effect.

The school and governing committee must also show they are aware of the statutory guidance covering alternative provision. If alternative provision is being arranged, the following information will be included when notifying parents of a fixed-term exclusion:

- The start date for any provision of full-time education that has been arranged.
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant.
- The address at which the provision will take place.
- Any information required by the child to identify the person they should report to on the first day.

The Catholic Senior Executive Lead in liaison with the Headteacher should ensure that there are clear processes in place to comply with its legal duty to arrange suitable full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension. The cost of the alternative provision is to be covered by the school.

This includes:

Checking that there is a process in place for the Trust to assure itself that the education provided is suitable and full-time.

Quality assuring provision, and ensuring that any previous placements been evaluated, including in relation to support for any SEND the pupil may have.

Checking whether there is a process in place to monitor the pupil's attendance and behaviour at the provision.

Checking whether the correct attendance code is being used.

Checking whether the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible, in line with Keeping children safe in education 2025 (publishing.service.gov.uk)

Internal Suspensions

Internal suspension is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom, if they are able to access a space in the classroom without disrupting these classes learning or in isolation outside the headteachers office or in another designated quiet area of the school.

If child with SEND is receiving an internal suspension, the adult that current supports the child will remain with them to continue the support in another designated area of the school.

An internal suspension is a discretionary measure where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external/fixed-term suspension. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed-term suspension is necessary. An internal suspension may include a break time or lunchtime exclusion.

Lunchtime Suspensions

Lunchtime Suspensions A suspension can be for parts of the school day. For example, children whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to suspensions, such as the Headteacher's duty to notify parents, still apply. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a Local Governing Body meeting is triggered.

Safeguarding

The school has a statutory duty to make arrangements for safeguarding and promoting the welfare of pupils. The school will have regard to Keeping Children Safe in Education. Furthermore, the school will co-operate with safeguarding partners once designated as relevant agencies. Equally, safeguarding partners are expected to name schools as relevant agencies and engage with them in a meaningful way.

The school will make decisions on a case-by-case basis, with the Designated Safeguarding Lead (DSL) (or a deputy) taking a leading role and using professional judgement, supported by other agencies, such as children's social care and the police as required. If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a review, it is likely that there will be complex and difficult decisions that need to be made. These decisions will be made alongside a school's duty to safeguard and support children and provide an education. Parents cannot agree to waive the requirements of the Regulations and relevant regulations must always be followed when a pupil is made to leave or is forbidden from attending on disciplinary grounds.

Section 5 of Keeping Children Safe in Education sets out the safeguarding process for cases of reports that relate to peer-on-peer sexual abuse: "When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis." As always when concerned about the welfare of a child, the best interests of the child will come first. In all cases, the school will follow general safeguarding principles as found in Keeping Children Safe in Education

Considering Reinstatement

A Governors' Review Panel 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; or
- It would result in a pupil missing a public exam or National Curriculum test.

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. Any representations can be made in writing, and it is for the LGB to decide if they call a meeting with the parents/ carers. The LGB cannot, in this circumstance, direct the Headteacher to reinstate the pupil.
- 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 LGB, the LGB will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents or carers do not make representations, the LGB is not required to meet and it cannot direct the Headteacher to reinstate the pupil.
- Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the LGB will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the LGB may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The Governor's Review Panel 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 working days to review any paperwork submitted as part of the review of the suspension/ permanent exclusion. The only occasion where this can be reduced is if the parents/ carers give express consent for the timescale to be reduced.

In reaching a decision, the Governors' Review Panel have a legal duty to consider whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair.

In reaching a decision governors will 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').

The panel's remit is to decide whether to:

- Uphold the Headteacher's decision to exclude the pupil and decline to reinstate
- 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, governors must still consider whether the Headteacher's decision to exclude was justified based on the evidence.

Independent Review

If parents or carers apply for an independent review within the legal timeframe, the Governance Team will, arrange for an independent panel to review the decision of the Governors' Review Panel 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.

A panel of 3 or 5 members will be constituted with representatives from each of the following categories: where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the Headteacher category. A lay member will chair the panel who has not worked in any school in a paid capacity.

Panel members and, if appointed, the SEN expert must declare any known conflict of interest to the Academy Trust before the start of the review.

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school. The panel will explicitly consider whether it is in the best interest of the pupil for them to return to the school.

Following its review, the independent panel can decide to:

- Uphold the Governors' Review Panel's decision.
- Recommend that the LGB reconsiders reinstatement.
- Quash the decision and direct that they reconsider reinstatement (but only if it judges that the decision was flawed).

Reintegration Following Suspension

Following a suspension, 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. A written plan will be created during the meeting and shared with all parties within 24 hours of the meeting.

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.

As part of this, consideration will be given as to whether the pupil has any unmet special educational and/or health needs. Parent may bring a SENDIASS representative to the meeting to support them. If the child has an EHCP an early annual review will be called.

Part-Time Timetables

A part-time timetable should last no more than 6 weeks, unless there are exceptional circumstances, with increased attendance during that period. The use of part time timetables should be discussed with the Catholic Senior Executive Lead or Head of SEND and Inclusion prior to being implemented. The Headteacher has ultimate authority to issue a part-time timetable when other means of engaging a pupil in full-time education have failed.

Local Authority and External Support

The Local Authority are able to support schools as part of the access and inclusion teams. Thurrock Schools should refer pupils (without an EHC Plan) to the Thurrock Inclusion Panel. Essex Schools should follow the Essex Education Access Exclusion Guidance document. An annual review should be called for all pupils with an EHC Plan.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. These discussions will be led by either the Trust or the Local Authority. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil's best interests.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

If a parent believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure with the governing committee and, where appropriate, the local authority.

Parental Responsibilities

Parents/ carers have a responsibility for collecting their child should they be subject to a suspension or permanent exclusion and taking them home, so they are no longer on the school site.

Parents/ carers are expected to engage in any re-integration activities so as to maximise the potential for any re-integration to be successful.

Parents/ carers are responsible for ensuring that an excluded pupil is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed.

Parents/ carers are responsible for working with the school to ensure effective re-integration following suspension and reducing the likelihood of repeat offences.

Parents/ carers are responsible for supporting the school's ethos and behaviour policy and working with the school to uphold those expectations.

Off Rolling

The Christus Catholic Trust will not tolerate any form of off rolling. 'Off-rolling' is where a school makes the decision, in the interests of the school and not the pupil, to:

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent to remove their child from the school roll, or
- Retains a pupil on the school roll but does not allow them to attend the school in the same way as other pupils but hasn't followed the correct procedure in issuing a formal permanent exclusion or suspension.

Remote Access to Meetings

Parents/ carers can request that a Governors' Review Panel, or independent review panel be held remotely. Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

Further Information

Further information regarding how each Christus Catholic Trust School meets behaviour and SEND needs can be found on their individual websites.

Holy Cross Catholic Primary School – South Ockendon - Thurrock

[SEND Local Offer 2023-24 | Holy Cross Catholic Primary School \(holycrossprimary.com\)](https://www.holycrossprimary.com)

St Joseph's Catholic Primary School – Stanford-le-Hope – Thurrock
[SEND - St Joseph's Catholic Primary School Redesign \(stjosephscatholicprimaryschool.co.uk\)](http://stjosephscatholicprimaryschool.co.uk)

St Mary's Catholic Primary School – Tilbury – Thurrock
[648830F35426AB1F788C8223192C4B83.pdf \(stmarystilbury.co.uk\)](http://stmarystilbury.co.uk)

St Thomas of Canterbury Catholic Primary School – Grays - Thurrock
[SEN, Inclusion & Disability Info | St Thomas of Canterbury Catholic Primary School](#)

St Anne Line Catholic Infants School – Basildon – Essex
[SEND \(Special Educational Needs & Disabilities\) - St Anne Line Catholic Infant School \(stannelineinfant.co.uk\)](http://stannelineinfant.co.uk)

St Peter's Catholic Primary School – Billericay - Essex
[SEND Information | St Peter's Catholic Primary School \(stpeterscatholicprimaryschool.co.uk\)](http://stpeterscatholicprimaryschool.co.uk)

St Teresa's Catholic Primary School – Basildon – Essex
[St Teresa's Catholic Primary School - SEN School Offer \(st-teresasrc.essex.sch.uk\)](http://st-teresasrc.essex.sch.uk)

Appendices

- Appendix 1 – DfE Suspension and Exclusion Flow Chart
- Appendix 2 – Essex/Thurrock Model Template Letter – below 5 days
- Appendix 3 – Essex/Thurrock Model Template Letter – 5-15 days
- Appendix 4 - Essex/Thurrock Model Template Letter – More than 15 days.
- Appendix 5 – Suspension and Permanent Exclusion Codes
- Appendix 6 – Suspension Checklist
- Appendix 7 – Permanent Exclusion Checklist

Conditions of exclusion

Local Governing Body
duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion.
- It is a suspension that alone, or in conjunction with previous exclusions, will take the pupil's total number of days out of school above 15 for a term. This includes suspensions that total 15.5 days.
- It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test*

Yes**No**

The LGB must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion.⁶²

If the pupil will miss a public exam or national curriculum test, the LGB must take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.

Will the suspension(s) take the pupil's total number of school days out of school above five days but less than 16 days?

Yes

The LGB must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

Has the parent made representations?

Yes**No**

The LGB must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

The LGB is not required to consider the suspension and does not have the power to decide to reinstate the pupil.



Appendix 2 – Essex/Thurrock Model Template Letter – below 5 days

Thurrock / Essex – Delete as appropriate



Dear **[parent's name]**

I am writing to inform you of my decision to suspend **[child's name]** for a period of **[number of days]** days. This means that he/she will not be allowed in school for this period. The suspension will start on **[date]** until the **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[child's name]** has not been taken lightly. **[Child's name]** has been suspended for this period because **[reason for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]**. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates unless there is reasonable justification.

We will set work for **[child's name]** to be completed on the days specified in the previous paragraph. **[Detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the Governing Committee. If you wish to make representations please contact **[Name of contact]** on/at **[contact details – address, phone number, email]** as soon as possible. The governing committee must consider any representations you wish to make but it cannot direct reinstatement and is not required to arrange a meeting with parents.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

Making a claim would not affect your right to make representations to the Governing Committee.

You **[and your child]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 01245 204338 <https://www.essexsendiass.co.uk/>

SENDIASS (formerly parent partnership) offers impartial information, advice and support to parents of children and young people with special educational needs (SEN) and disabilities and exclusion. You can contact Mo James on 07702 127 252 and she may be able to attend the re-integration meeting with you.

You may wish to contact the local authority's Exclusion & Reintegration Team if you have any questions about the exclusion procedures on 0333 0322 534.

You may wish to contact the local authority's Exclusion & Reintegration Team if you have any questions about the exclusion procedures on 01375 652 652.

[Child's name]'s exclusion expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Headteacher



Appendix 3 – Essex/Thurrock Model Template Letter – 5-15 days **Thurrock / Essex** – Delete as appropriate



Dear [parent's name]

I am writing to inform you of my decision to suspend [child's name] for a period of [number of days] days. This means that he/she will not be allowed in school for this period. The exclusion will start on [date] until the [date]. Your child should return to school on [date].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [child's name] has not been taken lightly. [Child's name] has been suspended for this period because [reason for suspension].

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on [specify dates]. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates unless there is reasonable justification.

We will set work for [child's name] during the [first 5 or specify other number as appropriate] school days of his/her suspension [specify the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th school day of the pupil's suspension [specify date] until the expiry of his/her suspension we will provide suitable full-time education. **[Set out alternative provision arrangements; if not ascertainable, it must be provided in a subsequent notice no later than 48 hours before the provision is due to start]**

On [date] he/she should attend [give name and address of alternative provider] at [specify the time] and report to [staff members name].

As the period of suspension is more than 5 school days in a term, you have the right to make representations to the School's Governing Committee and request that my decision be reviewed. The latest date by which the Governing Committee must meet is [specify date – no later than the 50th school day after the date on which the Governing Committee were notified of this exclusion]. If you wish to make representations please contact [Name of contact] on/at [contact details – address, phone number, email] as soon as possible.

Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform [contact] if it would be helpful for you to have an interpreter at the meeting.

The Governing Committee must consider reinstatement where possible. If the pupil has returned to school before the Governing Committee meet, they must still place a copy of their findings on the pupil's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

Making a claim would not affect your right to make representations to the School's Governing Committee.

The Department for education has published guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

- <https://councilfordisabledchildren.org.uk/about-us-0/networks/informationadvice-and-support-services-network>

- Coram's Child Law Advice service can be found through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

- The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 01245 204338 <https://www.essexsendiass.co.uk/>

SENDIASS (formerly parent partnership) offers impartial information, advice and support to parents of children and young people with special educational needs (SEN) and disabilities and exclusion. You can contact Mo James on 07702 127 252 and she may be able to attend the re-integration meeting with you.

You may wish to contact the local authority's Exclusion & Reintegration Team if you have any questions about the exclusion procedures on 0333 0322 534.

You may wish to contact the local authority's Exclusion & Reintegration Team if you have any questions about the exclusion procedures on 01375 652 652.

You and **[child's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed

[Child's name]'s suspension expires on **[date]** and we expect **[Child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Headteacher



Appendix 4 - Essex/Thurrock Model Template Letter – More than 15 days **Thurrock / Essex – Delete as appropriate**



Dear [parent's name]

I am writing to inform you of my decision to suspend **[child's name]** for a period of **[number of days]** days. This means that he/she will not be allowed in school for this period. The exclusion will start on **[date]** until the **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[child's name]** has not been taken lightly. **[Child's name]** has been suspended for this period because **[reason for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]**. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates unless there is reasonable justification.

We will set work for **[child's name]** during the **[first 5 or specify other number as appropriate]** school days of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th school day of the pupil's suspension **[specify date]** until the expiry of his/her suspension we will provide suitable full-time education. **[Set out alternative provision arrangements; if not ascertainable, it must be provided in a subsequent notice no later than 48 hours before the provision is due to start]**

On **[date]** he/she should attend **[give name and address of alternative provider]** at **[specify the time]** and report to **[staff members name]**.

As the period of this suspension is more than 15 school days in one term the school's Governing Committee must meet to consider the exclusion. The latest date by which the Governing Committee must meet is **[specify date – no later than the 15 school days from the date which the Governing Committee were notified of this suspension]**.

At the hearing you have the right to make representations to the Governing Committee. If you wish to make representations and wish to be accompanied by a representative or friend, please contact **[name of contact]** on/at **[contact details – address, phone number, email]** as soon as possible. You will, whether you choose to make representations or not, be notified by the clerk to the Governing Committee of the time, date, and location of this meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Please inform **[contact]** if it would be helpful for you to have an interpreter at the meeting.

The Governing Committee must consider reinstatement where possible. If the pupil has returned to school before the Governing Committee meet, they must still place a copy of their findings on the pupil's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

Making a claim would not affect your right to make representations to the Governing Body.

You and **[child's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

The Department for education has published guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here <https://www.gov.uk/government/publications/school->

[exclusions-guide-for-parents](#)

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

- <https://councilfordisabledchildren.org.uk/about-us-0/networks/informationadvice-and-support-services-network>
- Coram's Child Law Advice service can be found through their website <https://chlldlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 01245 204338 <https://www.essexsendiass.co.uk/>

SENDIASS (formerly parent partnership) offers impartial information, advice and support to parents of children and young people with special educational needs (SEN) and disabilities and exclusion. You can contact Mo James on 07702 127 252 and she may be able to attend the re-integration meeting with you.

You may wish to contact the local authority's Exclusion & Reintegration Team if you have any questions about the exclusion procedures on 0333 0322 534.

You may wish to contact the local authority's Exclusion & Reintegration Team if you have any questions about the exclusion procedures on 01375 652 652.

[Child's name]'s suspension expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely,

[Name]

Headteacher



Appendix 5 – Suspension and Permanent Exclusion Codes



Suspension Codes

- 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 6 – Suspension Checklist for Headteachers



To be discussed with the Catholic Senior Executive Lead or Trust Head of
SEND and Inclusion prior to the suspension.

Questions to Consider	Yes	No	Additional Comment
On the balance of probabilities, did the pupil do it?			
Does the incident represent a serious breach of the school behaviour policy / the final straw incident in a series of persistent breaches of the behaviour policy?			
Does the pupil's presence seriously harm the education/welfare of the pupil or others in the school community?			
Is suspension the appropriate response? Factors to Consider - Decision to suspend not taken in the heat of the moment - A thorough investigation has been carried out - Evidence has been considered in the light of policies and discrimination - The pupil's views have been encouraged, heard and recorded - Mitigating circumstances and provocation (bullying etc.) have been considered - Appropriate wider consultation has been considered			
Has there been involvement from SEND professionals, Outreach Services or an Educational Psychologist?			
Has a pastoral support programme been tried or a referral to Early Help?			
Have alternatives to suspension been considered (e.g. restorative justice, mediation, internal exclusion, referral to panel for a managed move)?			
Special Considerations			
Does this pupil have an Education Health Care Plan? If so: - Is all the provision in the plan in place? - Is the funding appropriate / being used appropriately? - Have you contacted the Local Authority SEND officer? - Has an emergency annual review been called?			
Is this pupil currently a child in the care of the Local Authority? If so: Have you contacted the Head of the Virtual School and Social Worker?			
Is this pupil subject to Child Protection procedures or a Child In Need? If so, have you spoken to the Social Worker?			
Have issues of SEN, disability, race, and care been fully considered?			

Has the appropriate length of suspension been considered?



Appendix 7 – Permanent Exclusion Checklist for Headteachers



To be discussed with the Catholic Senior Executive Lead or Trust Head of SEND and Inclusion prior to the suspension.

This checklist is intended to ensure support is provided in a timely way to meet the needs of learners and reduce vulnerability to exclusion and ensure all actions have been taken to ensure exclusion is a last resort. **Please use the checklist alongside: Behaviour in Schools and Suspension and Permanent Exclusion Guidance (2022)**

Section A - Head Teachers checklist	☐
Has the decision to permanently exclude been taken by the Head Teacher/Principal?	
Has there been a serious breach or breaches of the school behaviour policy? Is there evidence of a full investigation? Has the pupil committed the offence? (standard of proof - on the balance of probabilities did the pupil do it?) Have any discrepancies in the accounts of those involved been explored and a conclusion on the balance of probabilities been reached?	
Has a risk of permanent exclusion meeting taken place?	
In relation to a permanent exclusion have both parts of the two-part legal test been met with supporting evidence? Part one: Has there been a serious breach OR persistent breaches established on a balance of probabilities? AND Part two: Would allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school?	
Would reinstatement of the pupil seriously harm the education/welfare of pupils/others? 'Would' requires a higher level of certainty than 'might', 'could', 'is likely to'. 'Serious harm' requires a higher level of impact than 'detriment'. Has a risk assessment been completed and implemented where there is a need to manage risk?	
Is the decision fair? An example of unfair decision might be when one pupil is permanently excluded for the same offence as a pupil who was not, where there are no other differences between the pupils or mitigating circumstances to explain this.	
Is the decision rational and reasonable? An irrational decision is one that no ordinary and objective person would reasonably make –ensure you have based your decision on relevant evidence not irrelevant considerations	
Was the decision a last resort? ie did the Head teacher consider and implement alternative strategies to address the behaviour or avoid the incident (e.g. off-site direction, managed move, pupil support units) and advice within page 29 Behaviour in Schools Guidance?	

If rejected, has this been explained? Did the school do all it could to mitigate against exclusion or has it satisfactorily argued that the behaviour could not have been foreseen ?	
Is the permanent exclusion an appropriate proportionate response to the incident/s and in the best interest of the learner considering the European Convention on Human Rights and Equality Act 2010 and associated guidance? Is it the minimum sanction available in the circumstances of the case considering any special circumstances?	
Has the school considered and applied its own relevant policies and procedures in relation to behaviour/ permanent exclusion/SEN /Safeguarding? How/did the incident relate to the policies ?	
Where relevant, has the pupil been explicitly taught what good behaviour looks like? Some pupils will need additional support to reach the expected standard of behaviour.	
Were the pupil's views taken into account before deciding to exclude? Was the pupil informed about how their views were factored into any decision made? Where relevant, was the pupil given support to express their view (including through advocates such as parents or where pupil has one, a social worker).	
Were the interests and circumstances of the excluded pupil considered and consideration given to other acceptable sanctions within <i>paragraph 45 of the Behaviour in Schools guidance</i> prior to exclusion? If rejected, has this been explained?	
In the case of the issuing of a further suspension or permanent exclusion after the first period ends, is there evidence of an 'exceptional case where further evidence has come to light'?	
Where there were serious concerns around the pupil's behaviour was a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs considered? If not considered why not ?	
Have any circumstances that may have acutely increased the pupil's risk of permanent exclusion for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs (Head teachers should have regard to the Mental health and behaviour in schools guidance (2018) , has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home been taken into account? Have you engaged with all relevant parties involved with the pupil eg social worker , VSH, SENCO before reaching a decision to exclude?	
Where there were serious concerns around the pupil's behaviour was a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs considered? If not considered why not ?	
Have any circumstances that may have acutely increased the pupil's risk of permanent exclusion for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs (Head teachers should have regard to the Mental health and behaviour in schools guidance (2018) , has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home been taken into account? Have you engaged with all relevant parties involved with the pupil eg social worker , VSH, SENCO before reaching a decision to exclude?	
Where there were serious concerns around the pupil's behaviour was a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs considered? If not considered why not ?	

Were reasonable adjustments made to policy and practice and accordance with the Equalities Act (2010) to include anticipatory duties, in the case of a disabled pupil?(see chapter 6 SEN COP (2015)	
Were any concerns around behaviour, or risk of permanent exclusion, of a pupil with SEN, a disability or an EHC plan considered in partnership with others (including where relevant the LA) to consider what additional support or alternative placement may be required, to include assessment of suitability of provision for a pupil's SEN or disability ?	
In the case of a pupil with an EHC plan, did school contact the LA about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude?	
In the case of pupil with SEN but without an EHC plan, did school review, with external specialists as appropriate, whether the support arrangements in place were appropriate and if any changes required. Did School consider if an appropriate point to request an EHC assessment or a review of the pupil's current package of support? Has the parent requested a review?	
Evidence of balancing the protective factor of school environment for pupils with social worker/LAC/previously looked after with the need to ensure a calm and safe environment for pupils in school? Is it safe for the pupil to be suspended or permanently excluded and sent home? Are there concerns about the pupil being at risk of exploitation in the community? Is there a safer alternative?	
Where a pupil has a social worker and at risk of permanent exclusions did the Head Teacher engage with the Social Worker/Designated Safeguarding Lead and pupils parents to involve as early as possible in relevant conversations ?	
Where a LAC is at risk of permanent exclusion did the Head Teacher contact the VSH as early as possible to consider additional assessment and support needed to be put in place to support school address factors affecting behaviour and reduce the need for suspension or permanent exclusion ?	
In the case of previously looked-after children at risk of being permanently excluded, did school engage with the child's parents and the schools Designated Teacher and seek advice from the VSH on strategies to support the pupil?	