

Suspensions & Exclusions Policy

This policy is effective in all Academies within the Learning without Limits Academy Trust

Associated Trust Policies:	Associated Academy Specific Policies:
Equality, Diversity and Inclusion (EDI) Policy	Attendance Policy
	Academy Behaviour Policies
	SEND Policy

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Version	Date	Author	Changes
V3.3	July 2026	MH	Policy review, in accordance with the DfE Guidance Document July 2026. Updated link to revised DfE guidance at section 5 Reference to the inspection handbook updated to inspection information Additional clarity added at section 7 in regard to the Principal's considerations when deciding whether to exclude a learner. New section 8 added to reflect the ability for a principal to temporarily remove a pupil from the academy site for safeguarding reasons. Wording at section 9 updated to align with current practice and the Trust's scheme of delegation. Policy approved by the Education Standards Committee on 11 September 2026

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1. Aims of this policy

- 1.1. The Learning without Limits Academy Trust aims to ensure that:
- The exclusions process is applied fairly and consistently across all our Academies
 - The exclusions process is understood by trustees, governors, staff, parents and learners
 - Learners in all our Academies are safe and happy
 - Learners do not become NEET (not in education, employment or training)
 - Make sure all suspensions and permanent exclusions are carried out lawfully

2. Scope of this policy

- 2.1. The policy applies to all learners in all of our Academies.

3. Purpose of this policy

- 3.1. LwLAT recognises that good behaviour and discipline in our Academies is essential to ensure that all learners can benefit from the opportunities provided by education.
- 3.2. Each Academy, through effective and positive behaviour management, aims to avoid learners being excluded and actively seeks ways of reducing exclusion rates. It should, however, be recognised that serious breaches of an Academy Behaviour Policy are unacceptable and the Academy will apply a serious sanction where these do occur. This policy aims to give governors, staff, learners and parents/carers an understanding of the kinds of behaviour that may well result in exclusion and how these are managed.

4. Who is responsible for carrying out this policy?

- 4.1. The implementation of this policy is delegated to the Principal at each Academy.

5. Legislation and statutory guidance

- 5.1. This policy is based on the latest statutory guidance from the Department for Education: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- 5.2. It is based on the following legislation, which outline Academies' powers to exclude pupils:
 - Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
 - [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
 - In addition, the policy is based on:
 - Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at 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 [Inspection information for state-funded schools](#), which defines 'off-rolling'
- 5.3. This policy complies with our funding agreement and articles of association.

6. Definitions

- 6.1. School day - for the purposes of exclusions, this is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.
- 6.2. Suspension – when a pupil is removed from the Academy for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- 6.3. Permanent exclusion – when a learner is removed from the Academy permanently and taken off the Academy admission register. This is sometimes referred to as an 'exclusion'.

- 6.4. Parent/carer – any person who has parental responsibility and any person who has care of the child.
- 6.5. Managed move – when a learner is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.
- 6.6. Off-site Direction – a temporary placement of a pupil at another educational setting to improve behaviour, made in accordance with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026. The pupil remains on roll at the home academy.

7. The Decision to Suspend or Exclude

- 7.1. Only the Principal, or acting Principal, can suspend or permanently exclude a learner from the Academy following discussion with the Director of Education/CEO. A permanent exclusion will only be taken as a last resort.
- 7.2. LwLAT is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”
- 7.3. We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- 7.4. A decision to suspend a pupil will be taken only
 - In accordance with the school’s behaviour policy
 - To provide a clear signal of what is unacceptable behaviour
 - To show a pupil that their current behaviour is putting them at risk of permanent exclusion.
- 7.5. A decision to permanently exclude a learner will be taken only:
 - In response to serious or persistent breaches of the Academy’s Behaviour Policy, **and**
 - If allowing the learner to remain in the Academy would seriously harm the education or welfare of others
- 7.6. Before deciding whether to suspend or permanently exclude a learner the Principal will:
 - Consider all the relevant facts and evidence on the balance of probabilities Allow the learner to give their version of events unless it would not be appropriate to do so
 - Consider if the learner has special educational needs (SEN), or has other vulnerabilities (Social Care, Child Protection etc).
 - Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC) or a previously looked-after child)
 - Consider whether all alternative solutions have been explored, such as for exclusions: off-site direction (for temporary placements) or managed moves (which are

permanent and agreed by all relevant parties and undertaken in accordance with the School Admissions Code).

- 7.7. When considering off-site direction, the academy complies with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, and has regard to the Arranging alternative provision: a guide for local authorities and schools.
- 7.8. Before directing a pupil off-site or agreeing a managed move, the academy will:
- Ensure the pupil's views are sought and considered
 - Be able to evidence that appropriate interventions have already been implemented
 - Share relevant information with the receiving setting and the local authority
- 7.9. Examples of serious incidents that may result in an exclusion are defined as the following. Please note, this list is not exhaustive:
- Verbal abuse including the use of foul and abusive language either directed at another student or an adult.
 - Physical assault, where learners are fighting, kicking or hitting each other
 - Racist language or behaviour
 - Homophobic language or behaviour
 - Possession of a weapon or dangerous object
 - Possession of drugs or alcohol
 - Possession of smoking materials
 - Unusual behaviour which may be consistent with being under the influence of alcohol or drugs
 - Threatening behaviour/physical assault on an adult
 - Sexual misconduct
 - Theft of others' property, belongings and Academy equipment
 - Deliberate vandalism
 - Behaviour which puts themselves or others at risk of serious harm
 - Misuse of social media to bully, intimidate or humiliate others
 - Persistent failure to comply with instructions or accept the Academy's behaviour system.
- 7.10. In our secondary Academies provision does not have to be arranged for learners in the final year of compulsory education who do not have any further public examinations to sit.

8. Deciding whether to temporarily remove a pupil from the academy site for safeguarding reasons

- 8.1. In exceptional circumstances, the headteacher may decide to temporarily prevent a learner from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds. This measure will only be used when:
- It is necessary to separate pupils to ensure safety, and
 - There is no reasonable alternative that would allow all learners to remain on site
- 8.2. Decisions will be made on a case by case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate.
- 8.3. Where this measure is used, the school will
- Inform parents/carers without delay, including the reasons for the decision
 - Notify the governing body without delay
 - Provide work for the learner to complete at home, or work with the LA to ensure suitable education is arranged
 - Support the learner's reintegration, as soon as it is safe to do so.

9. Roles and Responsibilities

9.1. The Principal

Informing parents/carers¹

- 9.1.1. The Principal will provide the following information, in writing, to the parents of an excluded learner within the first day of an exclusion:
- The reason(s) for the exclusion
 - The length of a suspension or, for a permanent exclusion, the fact that it is permanent
 - Information about parents/carers' right to make representations about the exclusion to the Local Governing Body and how the learner may be involved in this
 - How any representations should be made
 - Where there is a legal requirement for the Local Governing Body to meet to consider the reinstatement of a learner, and that parents/carers have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend
- 9.1.2. The Principal will also notify parents/carers by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents

¹ For looked after children and children with a social worker, the Principal must ensure that social workers and virtual school heads (where applicable) are informed of the decision to exclude, and given all appropriate information as described in 8.1

are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

9.1.3. If alternative provision is being arranged, the following information will be included when notifying parents/carers of an 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 learner to identify the person they should report to on the first day

9.1.4. Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents/carers' consent.

Informing the Local Governing Body, Local Authority (LA) and Virtual School Heads (VSH)

9.1.5. The Principal will immediately notify the Local Authority (LA) of all exclusions, including suspensions of any length.

9.1.6. Where permanent exclusion is being considered, Principals will immediately contact the Trust Executive via the Director of Education. In their absence the CEO will be immediately contacted.

9.1.7. Once the decision has been made to seek permanent exclusion, Principals must ensure the Trust Executive, Local Authority and Local Governing Body are notified without delay.

- For a learner with a social worker who is at risk of suspension or permanent exclusion, the Principal will inform the social worker as early as possible
- For a learner who is a looked-after child (LAC) and is at risk of suspension or exclusion, the Principal will inform the VSH as early as possible

9.1.8. For a permanent exclusion, if the learner lives outside the LA in which the Academy is located, the Principal will inform the learner's 'home authority' of the exclusion and the reason(s) for it without delay.

Cancelling a suspension/exclusion

9.1.9. Principals can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the learner should be reinstated.

9.1.10. When an exclusion is cancelled, the Principal must notify without delay:

- Parents/carers (if the learner is under 18)
- The learner (if they're 18 or older)
- The Local Governing Body (LGB)
- The Local Authority (LA)
- The learner's social worker (where relevant)
- The VSH (where relevant)

- 9.1.11. The Principal must provide all parties with the reason for cancellation.
- 9.1.12. Parents/carers should be given the opportunity to meet with the Principal to discuss the reasons for cancelling the suspension/exclusion.
- 9.1.13. On their return to the Academy, learners whose suspension/exclusion has been cancelled, will receive continued support for their behaviour.
- 9.1.14. Principals should report to the Local Governing Body termly regarding cancelled suspensions/exclusions.

9.2. The Local Governing Body

- 9.2.1. The Local Governing Body has a duty to consider the reinstatement of an excluded learner (see section 9) with this task being delegated to the Governor Disciplinary Committee (the Committee)
- 9.2.2. Where a reinstatement is considered, the Committee will be convened comprising of three or more governors made up from Local Governing Body members of the learner's home Academy or Local Governing Body members from other Academies within the Trust.
- 9.2.3. The Committee must also comply with their statutory duties in relation to learners with SEND when administering the exclusion process, having regard to the [Special Educational Need and Disability \(SEND\) Code of Practice](#).

9.3. The Local Authority (LA)

- 9.3.1. For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

10. Considering the Reinstatement of a Learner

- 10.1. The Local Governing Body, acting through the Committee will consider the reinstatement of an excluded learner within 15 school days of receiving the notice of the exclusion if:
 - The exclusion is permanent
 - It is a suspension which would bring the learner's total number of school days of exclusion to more than 15 in a term
 - It would result in a learner missing a public examination or National Curriculum test
- 10.2. The Committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

- 10.3. If requested to do so by parents, the Committee will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the learner would be excluded from the Academy for more than 5 school days, but less than 15, in a single term.
- 10.4. Where a learner has been excluded for any more than 15 days, including 15.5 days, in a term, the Committee must consider reinstatement within 15 days.
- 10.5. Where an exclusion would result in a learner missing a public examination or National Curriculum test, the Committee will consider the reinstatement of the learner before the date of the examination. If this is not practicable, the Committee will consider the exclusion and decide whether or not to reinstate the learner.
- 10.6. The Committee can either:
- Decline to reinstate the learner, or
 - Direct the reinstatement of the learner immediately, or on a particular date
- 10.7. In reaching a decision, the Committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Principal followed their legal duties. It will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.
- 10.8. The clerk will take minutes of the meeting which will make a record of the discussion and state clearly how decisions have been reached, and a record of evidence considered kept. The outcome will also be recorded on the learner's educational record.
- 10.9. The Committee will notify, in writing, the Principal, parents/carers and the LA of its decision, along with reasons for its decision, without delay.
- 10.10. Where an exclusion is permanent, the Committee's decision will also include the following:
- The fact that it is permanent
 - Notice of parents/carers' right to ask for the decision to be reviewed by an independent review panel (IRP), and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
- 10.11. If requested to do so, consideration of representations made by a parent/carer in relation to an exclusion which does not take the learner's total number of school days out of school above five but less than 16 for the term, be considered by a member/s of the academy's local governing body, noting that there is no ability as per the statutory guidance to reinstate the pupil.

11. An Independent Review

- 11.1. If parents/carers apply for an independent review within the legal timeframe, the Trust will arrange for an independent panel to review the decision of the Local Governing Body not to reinstate a permanently excluded learner.

- 11.2. Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the Local Governing Body (or equivalent) of its decision to not reinstate a learner.
- 11.3. Any application should set out:
- The grounds on which it is being made and that, where appropriate, reference to how the learner's SEND are considered to be relevant to the exclusion
 - If parents/carers wish to appoint someone to make written and/or oral representations to the panel, and whether they intend to bring a friend to the review
 - That if parents/carers believe that the exclusion has occurred as a result of discrimination, if they are going to make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.
- 11.4. If requested by parents/carers with their application for an independent review, the Trust must appoint a SEND expert to attend the review and must cover the associated costs of this appointment.
- 11.5. Independent reviews can be held remotely at the request of parents/learners. See Section 12 for more details on remote access to meetings.
- 11.6. A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the Local Governing Body category and 2 members will come from the Principal category.
- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
 - School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Principals during this time
 - Principals or individuals who have been a Principal within the last 5 years
- 11.7. A person may not serve as a member of a review panel if they:
- Are a member/director of the Trust, or Local Governing Body of the excluding Academy
 - Are the Principal of the excluding Academy, or have held this position in the last 5 years
 - Are an employee of the Trust, or the Local Governing Body, of the excluding Academy (unless they are employed as a Principal at another Academy)
 - Have, or at any time have had, any connection with the Trust, Academy, Local Governing Body, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
 - Have not had the required training within the last 2 years
- 11.8. A clerk will be appointed to the panel.

- 11.9. The panel must consider the interests and circumstances of the learner, including the circumstances in which the learner was permanently excluded, and have regard to the interests of other learners and people working at the school.
- 11.10. Taking into account the pupil's age and understanding, the learner or their parents/carers will be made aware of their right to attend and participate in the review meeting and the learner should be enabled to make representations on their own behalf, should they desire to.
- 11.11. Where a SEND expert is present, the panel must seek and have regard to the SEND expert's view of how SEND may be relevant to the learner's permanent exclusion.
- 11.12. Where a social worker is present, the panel must have regard to any representation made by the social worker of how the learner's experiences, needs, safeguarding risks and/or welfare may be relevant to the learner's permanent exclusion.
- 11.13. Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the learner's background, education and safeguarding needs were considered by the Principal in the lead up to the permanent exclusion, or are relevant to the learner's permanent exclusion.
- 11.14. Following its review, the independent panel will decide to do one of the following:
- Uphold the Local Governing Body's decision
 - Recommend that the Local Governing Body reconsiders reinstatement
 - Quash the Local Governing Body's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)
- 11.15. New evidence may be presented, though the Academy cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.
- 11.16. In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the Local Governing Body at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Local Governing Body and that it ought to have considered if it had been acting reasonably.
- 11.17. If evidence is presented that the panel considers it is unreasonable to expect the Local Governing Body to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the Local Governing Body reconsider reinstatement.
- 11.18. The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.
- 11.19. Once the panel has reached its decision, the panel will notify all parties in writing without delay.
- 11.20. This notification will include:
- The panel's decision and the reasons for it

- Where relevant, details of any financial readjustment or payment to be made if the Local Governing Body does not subsequently decide to offer to reinstate the learner within 10 school days
- Any information that the panel has directed the Local Governing Body to place on the learner's educational record

12. Remote Meetings

- 12.1. Parents/carers can request remote access to the Committee meetings and independent review panels (IRPs), however the default position is still to hold meetings in person.
- 12.2. The Principal must inform parents/carers of their right to make a request for a remote meeting when notifying them of the exclusion.
- 12.3. Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.
- 12.4. Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed below.
- 12.5. In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.
- 12.6. The Committee and the Trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:
 - All the participants have access to the technology which will allow them to hear, speak, see and be seen
 - All the participants will be able participate fully
 - The remote meeting can be held fairly and transparently
- 12.7. The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:
 - Compromise the ability of participants to contribute effectively, or
 - Prevent the meeting from running fairly and transparently

13. Attendance Registers

- 13.1. A learner's name will be removed from the Academy attendance register if:
 - 15 school days have passed since the parents were notified of the Committee's decision to not reinstate the learner and no application has been made for an independent review panel, or
 - The parents/carers have stated in writing that they will not be applying for an independent review panel
- 13.2. Where an application for an independent review has been made, the Academy will wait until that review has concluded before removing a learner's name from the register.

- 13.3. Where alternative provision has been made for an excluded learners and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.
- 13.4. Where excluded learners are not attending alternative provision, code E (absent) will be used.

14. Returning from a Suspension, off-site direction or separation for safeguarding purposes

- 14.1. Following suspension, period of off-site direction, separation for safeguarding purposes, or cancelled suspension or exclusion, the Academy will put in place a strategy to help the learner reintegrate successfully into Academy life and full-time education.
- 14.2. Where necessary, the Academy will work with third-party organisations to identify whether the learner has any unmet special educational and/or health needs.
- 14.3. A re-integration meeting will be held involving the learner, parents/carers, a member of senior staff and other staff, where appropriate. This will determine which measures are to be implemented on the learner's return to the Academy.
- 14.4. The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the learner's, parents/carers, and other relevant parties.

15. Monitoring Arrangements

- 15.1. The number of exclusions every term is monitored and reported to the Principal, and Local Governing Body, where appropriate. There will be contact with the Local Authority to ensure suitable full-time education for excluded learners.
- 15.2. The Trust will work with its Academies to consider this data, and to analyse whether there are patterns across the Trust, recognising that numbers in any one Academy may be too low to allow for meaningful statistical analysis.

16. LwLAT Wellbeing Statement

- 16.1. The Trust will always put the effective education of our learners at the heart of any decision that we make. In doing so, we recognise that the requirement to adhere to policies and procedures may be time consuming and can impact on workload. For this reason the Trust and its Academies will always endeavour to support staff when policies and procedures are being actioned.

17. Review of this Policy

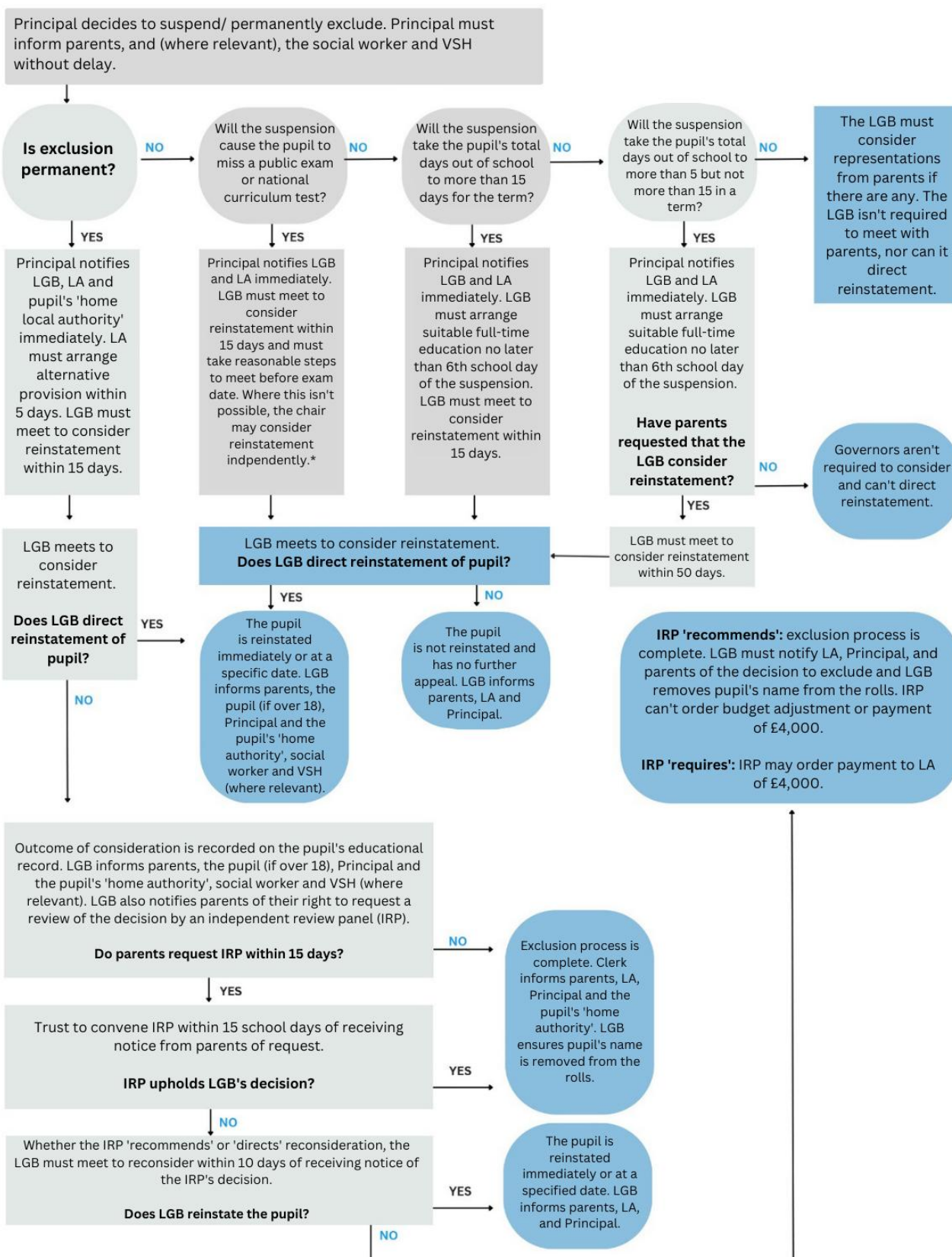
- 17.1. The LwLAT Trust Board has overall responsibility for the adoption, review and amendments of this policy which it may delegate as per its Policy Framework. The Policy will be reviewed yearly, or earlier if necessary, to comply with statutory DfE updates and amendments.

18. Archived Policy Review Changes

Version	Date	Author	Changes
V1.0	Oct 2019	AbEv	New Trust-wide version created.
V1.1	Feb 2020	AbEv	To reflect comments from the Trust Board meeting on 16.12.2019
V1.2	Aug 2021	AbEv	Academy logos updated. Addition of Table of Contents. 8.1.1: added a bullet point specifying the Principal will inform parents how any representations should be made 8.1.5: reworded the first bullet point to clarify that a fixed-period exclusion may be followed by a permanent exclusion.
V2.0	Sept 2022	LoCh	Updated to reflect changes in the September 2022 DfE Guidance Document, including policy name change from 'Exclusions Policy'.
V3.0	July 2023	AbEv	Updated to reflect changes in the DfE Guidance Document (effective from 1 st September 2023). Main changes: • Clarifying the role of pupils who are 18 or older (Section 9.1.10) • Tighter rules on cancelling exclusions (Section 9) • Clarifications on the timelines for the governing body to meet and consider representations (Section 10) • New rules on remote access to governing body meetings and independent review panels (Section 12) • Updated Exclusions Process Flow Chart; Appendix Other main changes: • Section 6 Terminology added • Term 'Pupil Discipline Committee' replaced with 'Local Governing Body' throughout policy
V3.1	August 2024	AbEv	Policy review, in accordance with the DfE Guidance Document August 2024. List of associated policies updated. References to "child", "children", "student" or "pupil" updated to "learner(s)", where appropriate. 9.1.9 updated; Principals can now cancel any exclusion that has already begun, where the governing body has not yet met to consider whether the pupil should be reinstated. Policy approved at Trust Board Meeting 26 th September 2024.

V3.2	September 2025	AbEv/ LoCh/ JoHe	Annual review. Archived policy review changes moved to end of policy. In line with latest guidance, 'school roll' updated to 'school admission register'. Three references added to the end of 5.2. Paragraph 6 Terminology removed and replaced with an extended version of Paragraph 8 Definition, with more definitions added for clarity. 7.1 expanded, to reflect current practice. 7.5 expanded to include other vulnerabilities. 8.1.7 expanded for clarity around informing social workers and/or the VSH. Reference to National Curriculum test added to 9.1 and 9.4. 13.1 and 13.2 added to Returning from a Suspension for clarity around identifying any unmet needs. 14.2 added to Monitoring Arrangements regarding a Trust-wide approach. Policy approved at Trust Board Meeting 25th September 2025.
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Appendix - Exclusions Process Flow Chart



* The chair's power applies only to maintained schools. If you're an academy, check your articles of association.

HT = headteacher LA = local authority GB = governing board VSH = virtual school head
Days = school days Within x days = of receiving notice (either of exclusion or outcome)