



The Chalfonts Community College

Suspension and Permanent Exclusion Policy 2024-2025

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1. Aims

The Chalfonts Community College believe that good behaviour in school is essential to ensure that all pupils benefit from the opportunities provided by education.

The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort.

This policy aims to ensure that:

- The Chalfonts Community College is a calm and happy environment where pupils and staff can work in safety and are respected.
- Suspensions and permanent exclusion are used fairly, consistently and transparently.
- The process for suspensions and permanent exclusions is understood by all members of the school community: governors, staff, parents and pupils.
- Ensure all suspensions and permanent exclusions are carried out lawfully

2. Legislative Framework and Statutory Guidance

This policy is based on statutory guidance from the Department for Education:

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

It is based on the following legislation, which outlines schools' powers to exclude pupils:

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'

3. Definitions

Suspension – when a pupil is removed from the school for a fixed period.

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

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

4. Duties under the Education and Inspections Act 2006

Under the Education and Inspections Act 2006, headteachers must determine measures to be taken with a view to:

- promoting self discipline and proper regard for authority among pupils,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

DfE statutory guidance is clear that permanent exclusions can be used to help achieve these aims when absolutely necessary, as a last resort.

5. The Principal's power to suspend or permanently exclude

Only the Principal, or acting Principal can suspend or permanently exclude a pupil on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- 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)
- 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 off-site direction or managed moves

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

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

The standard of proof

When establishing the facts in relation to a suspension or permanent exclusion decision the Principal will apply the civil 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.' This means that the Principal will accept that something happened if it is more likely that it happened than that it did not happen.

Consider the views of pupils

The Principal will also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They will inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.

6. Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Behaviour that may lead to a suspension

Our Behaviour for Learning Policy describes and gives examples of level 5 behaviour, which may lead to a suspension. Examples of this kind of behaviour can be found in our Behaviour for Learning Policy. The policy also states that repeated level 4 behaviour can also lead to a suspension.

DfE guidance explains that the following are examples of the types of circumstances that may warrant a suspension or permanent exclusion

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

The process for Suspensions

The process for issuing and managing a suspension is as follows:

1. Any incidents of behaviour at level 4 or 5 (see Behaviour for Learning Policy) will be investigated by Year Leaders or a member of SLT.
2. Year Leaders or SLT can recommend that a student is suspended following an investigation. This is done by completing the "recommendation for suspension" form and attaching all the evidence that has been collected during the investigation the behaviour. Contextual information related to the circumstances around the behaviour, as well as the impact of any special educational needs and/or disabilities, or other vulnerabilities, will be considered as part of this process.

3. The recommendation for suspension form will be reviewed and, if agreed, signed by the Vice Principal or Assistant Principal for Behaviour, and then by the Principal.
4. The Year Leader or member of SLT leading the investigation will contact parents, social workers and the virtual school head where relevant, as soon as possible, and in the case of a suspension for the next day, before 6.30pm in the evening.
5. The Year Leader or member of SLT leading the investigation will notify the admin team that a suspension letter is required and provide the relevant information. The admin team will send this letter home. The letter will include up to date links to sources of impartial advice for parents.
6. The Year Leader will ensure that teaching staff set work for the duration of the suspension. It is the responsibility of the student to complete this during the suspension and bring it into school to share with class teachers, so that it can be marked. Parents should ensure that their child meets this expectation during their suspension.
7. After the suspension there will usually be a reintegration meeting (see below).

Year Leaders will be responsible for monitoring the total length of time that a student has been excluded for during a school year, including suspensions received from other schools. This information will also be included in the recommendation for suspension form.

Reintegration meetings

After a suspension, there will usually be a reintegration meeting with the Year Leader or a member of SLT, parents or carers, and the student.

The aim of the reintegration meeting is to

- Support the student in returning to school with a fresh start
- Help students understand the effect of their behaviour on themselves and others
- Ensure students understand what they need to do to meet the high expectations of behaviour in line with the school culture
- Discuss any further support needs to ensure future positive behaviour, attitudes, and engagement in learning.

A range of support strategies will be considered in the reintegration meeting, including referrals to the school's SEND department and/or external agencies.

For suspensions related to substance abuse or violence, a formal agreement regarding future behaviour may be discussed and signed by the student, their family and the school. This is to ensure that the students and their families fully understand the high risk of further suspensions or even permanent exclusion if there is a repeat of this behaviour.

If the parents or carers cannot attend this meeting, the Year Leader or SLT member will meet with the student, so that their return to school is not unlawfully delayed following their suspension.

7. Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). 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 law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension.

Factors to consider before issuing a permanent exclusion

Before issuing a permanent exclusion, the Principal will consider the following to be sure that the permanent exclusion is a last resort:

- The use of **Alternative Provision** with the support and agreement of the family
- A direction offsite, where a student is directed to attend an alternative provision setting for a period of time in order to support them to improve their behaviour
- A managed move, where a student is dual registered and attends another school for a period of time to see whether that school is a better fit for the student

Notifying other individuals and agencies of an exclusion

Notifying parents/carers

When the Principal has taken the decision to suspend or permanently exclude a pupil they will notify parents/carers of the period of the suspension or permanent exclusion and the reason(s) for it. If the exclusion is for the following day, parents/carers will be notified before 6.30pm.

The Principal will provide parents with the following information in writing as soon as is practicable after the parents have been notified of the suspension. This will usually be the following school day and will usually be sent by email.

- the reason(s) for the suspension or permanent exclusion;

- the period of a suspension or, for a permanent exclusion, the fact that it is permanent.
- notification of the days on which parents must ensure that the pupil is not present in a public place at any time during school hours
- parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this;
- parents' (or an excluded pupil if they are 18 years or older) right to make a request to hold the meeting via the use of remote access and how and to whom to make this request
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or an excluded pupil have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Notifying the LA for students with an EHCP

If a student has an EHCP, the SENDCo will ensure that the appropriate people in the Local Authority are made aware of the suspension or permanent exclusion as soon as is reasonably practicable.

Notifying social workers and the Virtual School Headteacher for students with a social worker, students who are LAC or PLAC

When the Principal suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil is a LAC, of the period of the suspension or permanent exclusion and the reason(s) for it. The information in 9.1 above will also be provided in writing to the local authority.

Both the social worker and/or VSH, must be informed when a governing board meeting is taking place, in order to share information. The social worker and/or the VSH can attend the meeting, should they wish to do so.

Notifying the Governing Board

The Principal will notify the governing board of:

- any permanent exclusion
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

Notifying the Local Authority

The local authority will be informed of all school exclusions regardless of the length of the exclusion as early as possible.

For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the Principal will also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it.

The education of students from the 6th day of exclusion

For a suspension of more than five school days, the governing board must arrange suitable full-time education for any pupil of compulsory school age. This duty is delegated to the Principal, who will ensure that this is in place. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.

8. Cancelling permanent exclusions and suspensions

The Principal can cancel a suspension or permanent 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 pupil should be reinstated. Where there is a cancellation:

- The headteacher must notify the parents, the governing board, the LA and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;
- The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;
- Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay;
- The pupil must be allowed back into the school from which they were excluded without delay.
- Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.
- A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

9. Children with Special Educational Needs and/or Disabilities

A student's SEND will always be considered as part of the decision making process when a suspension or permanent exclusion is being considered. This does not mean that students with SEND will not be suspended or permanently excluded. Students with some types of

SEND may require more support than others in order to meet our high expectations of behaviour; it does not mean that poor behaviour which affects the safety or wellbeing of others will be excused.

Where we have concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHCP, we will in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required.

Where a pupil has an EHCP, the SENDCo will contact the local authority 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.

For students with SEN but without an EHCP, the school should review 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.

10. Children with a social worker, including LAC and PLAC

All looked-after children will have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. This will be reviewed every term and any concerns about the pupil's behaviour will be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion. The school will seek the advice and support of all agencies working with a young person to ensure that we meet their needs in school as effectively as it is possible for us to.

Where a pupil has a social worker, e.g. because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the Principal will ensure that the Designated Safeguarding Lead (DSL) informs the social worker, and the pupil's parents and carers, to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) or previously looked-after child (PLAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) will contact the local authority's Virtual School Headteacher (VSH) as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school will also engage with a child's social worker, foster carers, or children's home workers.

11. The Governing Board's duty to consider exclusions

The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. Responsibilities regarding suspensions and permanent exclusions is delegated to The Chalfonts Community College Governing Board Disciplinary Sub-Committee. The duties to consider exclusions are summarised in a DfE flowchart which is included in Appendix 1.

The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- it is a permanent exclusion;
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term;
- it would result in the pupil missing a public examination or national curriculum test

In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

In the case of a suspension where a pupil would be excluded for more than five but not more than 15 school days in a term, if the parents make representations, the governing board must consider and decide within 50 school days of receiving the notice of suspension whether the suspended pupil should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public examination or national curriculum test, there is a further requirement for a governing board. It must, so far as is reasonably practicable, consider and decide on the suspension or permanent exclusion before the date of the examination or test.

The following parties must be invited to a meeting of the governing board and allowed to make representations or share information:

- parents (and, where requested, a representative or friend);
- the pupil if they are 18 years or older;
- the headteacher;
- the child's social worker if the pupil has one; and
- the VSH if the child is LAC.

Preparing to consider the reinstatement of a suspended or permanently excluded pupil

Where the governing board is legally required to consider the reinstatement of a suspended or permanently excluded pupil they should:

- not discuss the suspension or permanent exclusion with any party outside the meeting;
- ask for any written evidence in advance of the meeting, including witness statements and other relevant information held by the school such as those relating to a pupil's SEND and the pupil's school record;
- where possible, circulate any written evidence and information, including a list of those who will be present, to all parties at least five school days in advance of the meeting;
- allow parents and the pupil to be accompanied by a friend or representative (where a pupil under 18 years old is to be invited as a witness, the governing board should first seek parental consent);
- invite the pupil's social worker, if they have one, and if the pupil is LAC, the VSH to attend;
- comply with their duty to make reasonable adjustments for people who use the school and consider what reasonable adjustments should be made to support the attendance and contribution of parties at the meeting (for example where a parent or pupil has a disability with mobility or communication that has an effect upon their ability to attend the meeting or to make representations); and
- identify the steps they will take to enable and encourage the suspended or permanently excluded pupil to attend the meeting and speak on their behalf (such as providing accessible information or allowing them to bring a friend), taking into account the pupil's age and understanding; or how the suspended or permanently excluded pupil may feed in their views by other means if attending the meeting is not possible.

Meeting to consider the reinstatement of a suspended or permanently excluded pupil

Where the governing board is legally required to consider reinstating a suspended or permanently excluded pupil, they must consider both the interests and circumstances of the suspended or permanently excluded pupil, and that of other pupils, staff, and school community.

The governing board must also consider any representations made by or on behalf of:

- the parents or the pupil if they are over 18 years old;
- the Principal;
- the pupil's social worker if the pupil has one;
- if the pupil is looked-after, the VSH;

Taking into account, the pupil's age and understanding, the pupil or their parents should also be made aware of their right to attend and participate in the governing board meeting and the pupil should be enabled to make a representation on their own behalf if they desire to do so. When establishing the facts in relation to a suspension or permanent exclusion the governing board must apply the civil 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'.

In the light of its consideration, the governing board can either:

- decline to reinstate the pupil; or
- direct reinstatement of the pupil immediately or on a particular date

The governing board should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by the governing board. These minutes should be made available to all parties on request and the record of discussion should state clearly how the decisions have been reached, which a clerk should be present for.

The governing board should ask all parties to withdraw from the meeting before making a decision. Where present, a clerk should stay to help the governing board by reference to their notes of the meeting and with the wording of the decision letter.

In reaching a decision on whether a pupil should be reinstated, the governing board should consider whether the decision to suspend or permanently exclude the pupil was lawful, reasonable, and procedurally fair. This should consider the welfare and safeguarding of the pupil and their peers, the headteacher's legal duties, and any evidence that was presented to the governing board in relation to the decision to exclude.

If the Governing Board decides against the reinstatement of a pupil who has been permanently excluded the parents can request an independent review.

Notifications following a meeting to consider reinstatement

Where legally required to consider reinstating a suspended or permanently excluded pupil, the governing board must notify parents, the Principal, and where relevant, the local authority, the pupil's social worker and/or the VSH of its decision, and the reasons for it, in writing and without delay.

In the case of a permanent exclusion where the governing board decides not to reinstate the pupil, the governing board's notification must state that the exclusion is permanent and provide notice of parents' right to ask for the decision to be reviewed by an IRP and the following information:

- the date by which an application for a review must be made (i.e. 15 school days from the date on which notice in writing of the governing board's decision is given to parents
- where and to whom an application for a review (and any written evidence) should be submitted;
- that a request to hold the meeting via the use of remote access can be made and knows how and to whom to make this request to
- that any application should set out the grounds on which it is being made and that, where appropriate, this should include a reference to how the pupil's SEN are considered to be relevant to the permanent exclusion;
- that, regardless of whether the permanently excluded pupil has recognised SEN, parents have a right to require the local authority/academy trust to appoint a SEN expert to advise the review panel;

- details of the role of the SEN expert; and
- that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel.
- that, in addition to the right to apply for an IRP, if parents believe that there has been unlawful discrimination in relation to the permanent exclusion then they may 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.
- that a claim of discrimination under the Equality Act 2010 made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place (e.g. the day on which the pupil was permanently excluded).

Independent Review Panel

Arranging an IRP

If applied for by parents within the legal time frame, the Academy Trust must, at their own expense, arrange for an IRP hearing to review the decision of a governing board not to reinstate a permanently excluded pupil.

The legal time frame for an application is:

- within 15 school days of notice being given to the parents by the governing board of its decision not to reinstate a permanently excluded pupil
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the permanent exclusion.

The Academy Trust must take reasonable steps to identify a date for the review that all parties, and any SEN expert appointed to give advice in person, are able to attend. The review must begin within 15 school days of the day on which the parent's application for a review was made (panels have the power to adjourn a hearing if required).

The Academy Trust must constitute the panel with either three or five members, having due regard to the DfE guidance about the status and experience of the individuals who form the panel.

The Academy Trust may appoint a clerk to provide advice to the panel and parties to the review on procedure, law and statutory guidance on suspensions and permanent exclusions, again having due regard to the DfE guidance as to the status and experience of that clerk.

The Academy Trust will ensure that all panel members and clerks have received training within the two years before the date of the review.

If requested by parents with their application for an independent review, the Academy Trust must appoint a SEN expert to attend the review and must cover the associated costs of this appointment. The SEN expert's role is set out in the DfE guidance.

The IRP

The role of the panel is to review the governing board's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel must consider the interests and circumstances of the permanently excluded 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 must apply the civil standard of proof i.e., 'on the balance of probabilities' which means that it is more likely than not that a fact is true. This should be applied rather than the criminal standard of 'beyond reasonable doubt'.

Following its review, the panel can decide to:

- uphold the governing board's decision not to reinstate;
- recommend that the governing board reconsiders reinstatement; or
- quash the governing board's decision and direct that the governing board reconsiders reinstatement.

The panel's decision does not have to be unanimous and can be decided by a majority vote. In the case of a tied vote, the chair has the casting vote.

The IRP's decision is binding on the: pupil; parents; governing board; headteacher; and local authority.

The panel may only quash a governing board's decision not to reinstate if it considers that the decision was flawed when considered in the light of the principles applicable to an application for judicial review. The IRP will have regard to the DfE guidance on this matter when making this decision.

The Governing Board's duty to consider reinstatement following a review

Where the panel directs or recommends that the governing board reconsider whether a pupil should be reinstated, the governing board must reconvene to do so within ten school days of being given notice of the panel's decision.

It is important that the governing board conscientiously reconsiders whether the pupil should be reinstated, whether the panel has directed or merely recommended it to do so.

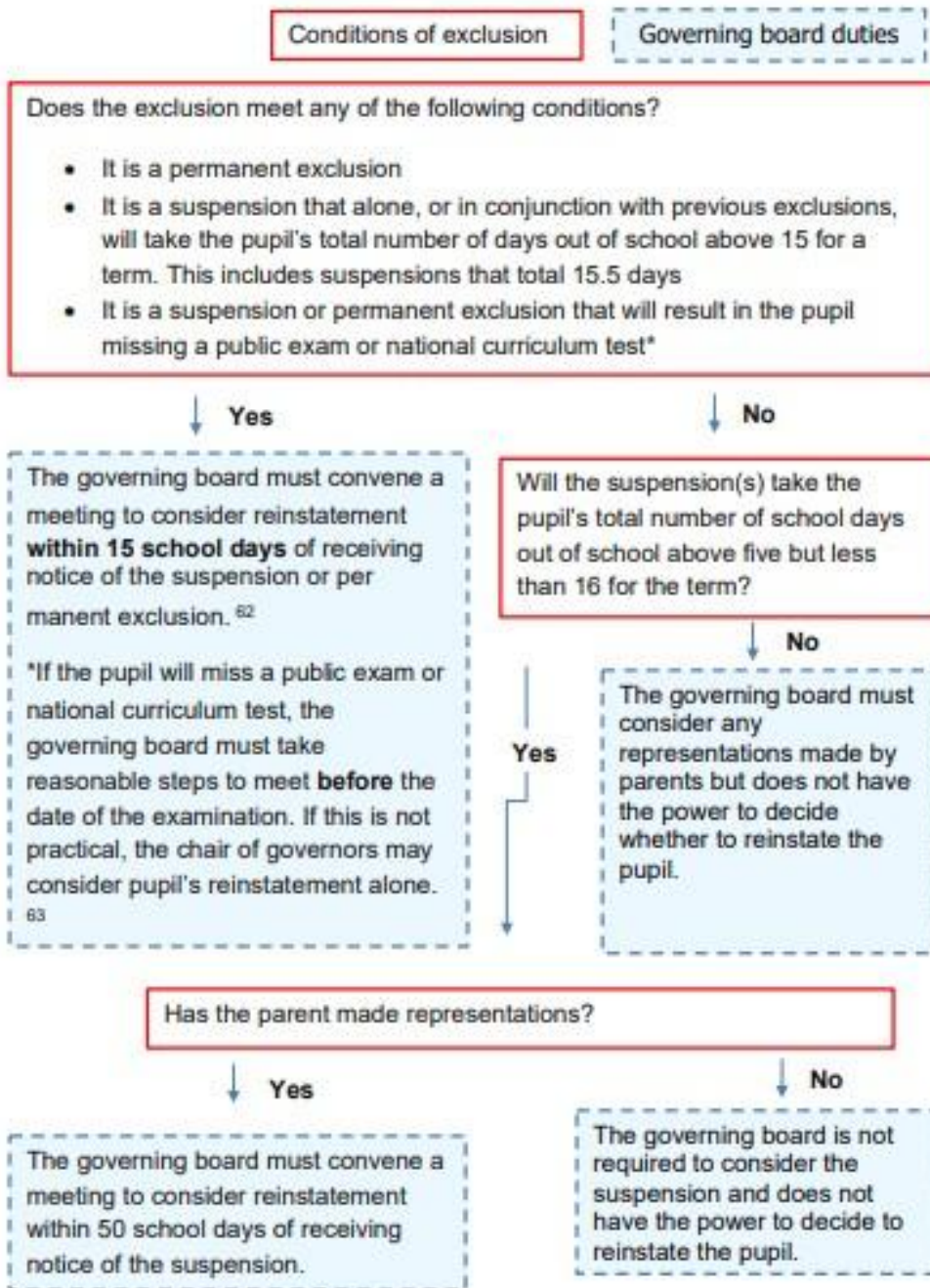
In the case of either a recommended or directed reconsideration, the governing board must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay:

- the parent or a pupil if they are 18 years or over;
- the Principal
- the local authority; and, where relevant, the 'home authority'.

Appendices

Appendix 1 - DfE flow chart on the Governing Board's duties to consider reinstatement

A summary of the governing board's duties to consider reinstatement⁶¹



⁶¹ Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶² The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶³ The ability for a chair to review in the case of public exams refers only to maintained schools.