

WE 'GROW AND SHINE IN
GOD'S GLORY'



MOUNT CHURCH OF ENGLAND
PRIMARY ACADEMY

Suspension and Permanent Exclusions Policy

Updated: Autumn Term 2026

Review date: Autumn Term 2027

Policy:	Suspensions and Permanent Exclusions Policy
Approved by:	Governing Body
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VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
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Suspension and Permanent Exclusion Policy (September 2026)

Policy Attribute	Details & Governance Record
School Name:	Mount Church of England Academy
Academy Trust:	Diocese of Southwell and Nottingham Multi Academy Trust (SNMAT)
Date Formally Adopted:	September 2026
Review Frequency:	Annually (Next Scheduled Review: September 2027)
Legal & Statutory Basis:	DfE Statutory Guidance (July 2026); Behaviour Regulations 2026; Attendance Regulations 2024
Interlocking Policies:	Behaviour Policy; SEND Policy; Child Protection Policy; Use of Reasonable Force Policy

STATUTORY COMPLIANCE STATEMENT

Mandatory Standards: This policy sets out the statutory framework and local school procedures governing the temporary suspension and permanent exclusion of pupils. It incorporates the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, the School Attendance (Pupil Registration) (England) Regulations 2024, and the Department for Education's July 2026 statutory guidance.

Last Resort Safeguard: Exclusion is an essential behaviour management tool used strictly as a last resort. The school does not operate a blanket 'no exclusion' policy, which can compromise safeguarding and expose pupils and staff to unreasonable risk.

1. Statement of Intent and Christian Ethos

Good behaviour and mutual respect are foundational to delivering high-quality education in an environment where all children experience joy and develop to their full potential. As a Church of England school, Christian values run through daily provision at Mount Church of England Academy. The school focuses on six core values:

- **Caring:** Showing love, compassion, and kindness to all members of the school and wider community.
- **Hope:** Nurturing aspiration and the belief that every child can flourish and fulfill their God-given potential.
- **Understanding:** Listening actively, empathizing, and recognizing that behaviour is a form of communication.
- **Respect:** Valuing self, others, personal property, and the school environment.
- **Co-ordination:** Collaborating harmoniously between staff, pupils, parents, and partner agencies.
- **Happiness:** Fostering a joyful, safe, and positive climate for academic, social, and spiritual growth.

The academy recognises that mistakes are part of human experience and maintains a robust, restorative approach when things go wrong. Amongst other disciplinary sanctions detailed in the school's Behaviour Policy, the school recognises that suspension and permanent exclusion are necessary when other pastoral strategies have failed, or where allowing a pupil to remain would seriously harm the education or welfare of themselves or others.

This policy defines the legal and operational responsibilities of the headteacher, the governing board, the academy trust (SNMAT), and the local authority (LA) to guarantee that

all exclusion processes are lawful, reasonable, fair, and proportionate, while securing the pupil's right to an ongoing, full-time education.

2. Legal and Statutory Framework

This policy complies with primary legislation, statutory instruments, and departmental guidance:

- Section 51A of the Education Act 2002 (as amended by the Education Act 2011) and the Education Act 1996.
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended by the 2023 Regulations.
- The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.
- The School Attendance (Pupil Registration) (England) Regulations 2024 (governing register deletions and attendance codes).
- The Education and Inspections Act 2006 (Section 89 conduct duties and Section 100 alternative provision duties).
- The Equality Act 2010 (Public Sector Equality Duty, disability reasonable adjustments, and protection against discrimination).
- The Children and Families Act 2014 (Section 66 'best endeavours' duty for pupils with Special Educational Needs).
- The Human Rights Act 1998 (Section 6 compatibility) and European Convention on Human Rights (ECHR).
- DfE Statutory Guidance: Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (effective July 2026).
- DfE Guidance: Behaviour in Schools (2022); Keeping Children Safe in Education (KCSIE); Working Together to Safeguard Children; Working Together to Improve School Attendance; and the SEND Code of Practice: 0 to 25 Years.

3. Governance, Roles and Statutory Responsibilities

Statutory exclusion responsibilities are distributed across four institutional tiers:

Authority / Leader	Statutory Roles & Governance Duties
Academy Trust (SNMAT)	Arranges an Independent Review Panel (IRP) within 15 school days of parental application; covers panel costs; appoints an accredited clerk and independent SEN expert; ensures panel members are trained within the last two years; and enforces the mandatory £4,000 budget adjustment payment if directed to reconsider and reinstatement is refused.
Governing Board (Academy Committee)	Holds school leadership to account for the lawful, non-discriminatory use of exclusion; arranges suitable full-time alternative provision (AP) from the sixth consecutive day of suspension; convenes reinstatement meetings within statutory deadlines (15 or 50 school days); applies the civil standard of proof; maintains formal minutes; and monitors roll removals to prevent off-rolling.
Headteacher (Principal)	Exercises sole authority to suspend or permanently exclude a pupil on disciplinary grounds; applies the civil standard of proof; gathers the pupil's views; exercises duty of care; immediately informs parents orally and in writing; notifies the board, LA, social worker, and VSH without delay; arranges Day 1-5 accessible work; and directs reintegration strategies.

Authority / Leader	Statutory Roles & Governance Duties
Local Authority (LA)	Arranges suitable full-time education from the sixth school day for permanently excluded pupils; conducts early reviews/reassessments of EHC plans; fulfills Section 19 Education Act 1996 duties for pupils separated for safeguarding; and oversees funding transfers and budget adjustments.
Social Workers & Virtual School Heads	Participate in risk assessments; provide expert context on vulnerability and trauma; attend governing board reinstatement hearings and IRPs (in person or remotely); and review Personal Education Plans (PEPs) for Looked-After Children (LAC).

4. Behaviour Sanction Ladder and Grounds for Exclusion

Suspension or permanent exclusion will only be considered when lower-level classroom strategies and pastoral interventions set out in the school's Behaviour Policy have proven unsuccessful, or where a single incident of serious unacceptable behaviour occurs.

4.1 Low-Level Unacceptable Behaviour and Classroom Escalation

Low-level unacceptable behaviours disrupt learning (e.g. answering back, interrupting, rude body language, off-task talking, rough play, littering, attention-seeking, disobedience, benevolent dishonesty, evasion, or mild swearing). These are managed through a staged classroom model:

- **First Instance ('That's a One'):** A single incident results in a verbal reprimand and clear reminder of expectations, followed by processing time suited to the child's age. This stage is designated 'That's a one'.
- **Second Instance ('That's a Two'):** A repeated behaviour in the session results in a second verbal reminder and processing time, designated 'That's a two'. Both stages are tracked on a laminated desk card, allowing the pupil to earn their way back.
- **Third Instance:** A third incident results in appropriate action being taken, this could be reflection time away from the classroom, school work hard to support children in being involved in the decision making process wherever necessary. No further warnings are issued within that session.
- **Escalation to Serious Unacceptable Behaviour:** Any further display of unacceptable behaviour within that same session, or the receipt of three sanctions across a single school day, automatically escalates to 'serious unacceptable behaviour'.

4.2 Grounds Warranting Suspension or Permanent Exclusion

A single grave incident or persistent escalation of the following serious behaviours may warrant suspension or permanent exclusion:

- Physical assault against a pupil (kicking, punching, pushing, fighting, biting, spitting).
- Physical assault against an adult (teacher, staff member, or visitor).
- Verbal abuse or threatening behaviour against a pupil or adult.
- Harassment or bullying (persistent, targeted physical, verbal, or cyberbullying).
- Sexual misconduct, sexual violence, or sexual harassment (unwanted sexual comments, sharing explicit images, sexual violence).
- Discriminatory abuse (racist, homophobic, biphobic, transphobic, or ableist abuse).
- Use or threat of use of an offensive weapon or prohibited item (dangerous weapons or banned items).
- Possession of legal or illegal substances.
- Serious vandalism (deliberate, irrevocable damage to school or community property).
- School avoidance (truancy, absconding from school premises, deliberate lateness).
- Persistent defiance, destructive behaviour, or refusal to comply with disciplinary sanctions.

- Any dangerous behaviour seriously threatening safety or severely inhibiting learning.

OPERATIONAL INVESTIGATION & DE-ESCALATION PROTOCOL

Separation & De-escalation: Staff calmly separate the pupil from the situation. Positive handling is used only as an emergency measure of last resort under the Physical Intervention Policy and logged on CPOMS.

Written Pupil Account: The pupil provides a written account of the incident (allowing calming time where appropriate).

Behaviour and Inclusion Lead Role (SLT including SENCo): The Behaviour and Inclusion Lead reviews the account, liaises with the class teacher and other members of the Senior Leadership Team (SLT), reviews classroom strategies, and advises the headteacher.

Sanction Graduation: Intermediate sanctions (loss of privileges, school-based jobs, breaktime detentions, internal seclusion with SLT) must be evaluated before suspension or exclusion is considered.

5. The Headteacher's Statutory Powers and Procedural Rules

The headteacher exercises disciplinary authority under strict statutory constraints:

- **Exclusive Authority:** Only the headteacher (or acting headteacher) has legal authority to suspend or exclude a pupil on disciplinary grounds. Staff cannot suspend pupils.
- **Statutory Ceiling:** A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. Suspensions need not be continuous.
- **Lunchtime Suspensions:** Disruptive lunchtime conduct may result in suspension for the lunchtime period. Lunchtime suspensions count as half a school day toward statutory thresholds.
- **Off-Site Misconduct:** Misconduct outside school premises (e.g. traveling to/from school, online bullying, or off-site events) may be sanctioned where it impacts school order or safety.
- **Prohibition on Converting Suspensions:** The law does not allow extending a suspension or 'converting' a suspension into a permanent exclusion. If further misconduct or evidence emerges during investigation, the headteacher may issue a separate suspension to begin immediately after the first, or issue a permanent exclusion to take effect immediately upon the suspension's conclusion.
- **Civil Standard of Proof:** The headteacher applies the civil standard of proof ('on the balance of probabilities')—accepting an event occurred if it is more likely than not.
- **Pupil Voice Consideration:** Before deciding to exclude, the headteacher must allow the pupil to present their case, consider contributing factors, and explain how their views were taken into account.

6. Cancelling Suspensions and Exclusions

The headteacher has the statutory power to cancel any suspension or permanent exclusion that has already begun, or has not yet begun, provided the governing board has not yet met to consider reinstatement.

- **Immediate Notification:** The headteacher must notify parents, the governing board, the LA, and the social worker and VSH (if applicable) without delay, setting out the reasons for cancellation.
- **Immediate Return:** The pupil must be admitted back into school without delay.
- **Parental Meeting:** Parents must be offered the opportunity to meet with the headteacher without delay to discuss the circumstances.
- **Cessation of Board Duty:** The governing board's duty to consider reinstatement ceases immediately upon cancellation.
- **Day Count Calculation:** Any days spent out of school prior to cancellation count toward the maximum 45 school days permitted in an academic year.
- **Ceiling Safeguard:** A permanent exclusion cannot be cancelled if the pupil has already accumulated 45 suspended days in the year, or would do so by the cancellation date.
- **Governance Oversight:** The headteacher reports all cancelled exclusions termly to the governing board.

7. Off-Rolling Prohibitions and Prevention of Unlawful Exclusions

Mount Church of England Academy strictly prohibits off-rolling. Telling or forcing a pupil to leave school, or forbidding their attendance on disciplinary grounds without following formal statutory procedures, is unlawful.

PROHIBITED UNLAWFUL PRACTICES (OFF-ROLLING)

Informal Suspensions: Sending a pupil home to 'cool off', even for half a day or with parental agreement, without formal recording and written notice; this could be part of a deescalation plan with an opportunity to return to school.

Coercive Removal: Pressuring parents to choose Elective Home Education (EHE) or arrange a managed move under threat of permanent exclusion.

Discriminatory Removal: Suspending or excluding a pupil simply because of their SEND or disability, or because the school feels unable to meet their needs.

Conditional Reinstatement: Refusing to allow a pupil to return following a suspension because parents failed or refused to attend a reintegration meeting.

Misuse of Timetables: Placing a pupil on a part-time timetable to manage disruptive behaviour.

8. Separation of Pupils for Safeguarding Purposes (Non-Disciplinary)

Under DfE Statutory Guidance (effective July 2026), the academy may temporarily forbid a pupil from attending school premises to keep pupils physically apart following an allegation of serious harm (e.g. child-on-child abuse, sexual violence, or sexual harassment).

- **Non-Disciplinary Status:** Safeguarding separation is an administrative child protection measure, not an exclusion on disciplinary grounds.
- **Strict Threshold:** Used only in rare, exceptional circumstances where physical separation is essential and cannot practicably be managed on site.
- **DSL Leadership:** The Designated Safeguarding Lead (DSL) leads risk assessments in consultation with the headteacher, police, and children's social care, adhering to KCSIE Part 5.
- **Immediate Notification:** Parents and the governing board must be informed without delay of the reasons for separation.
- **Local Authority Education Duty:** Under Section 19 of the Education Act 1996, the local authority must arrange suitable alternative education if the school or parents do not provide it.
- **Reintegration:** When separation ends, the pupil returns under the structured reintegration protocol in Section 11.

9. Preventative Measures: Off-Site Direction and Managed Moves

Before deciding on permanent exclusion, the headteacher and governing board evaluate preventative strategies:

9.1 Off-Site Direction (Education Regulations 2026)

Off-site direction is a time-limited placement at another school or alternative provision (AP) used solely to improve future behaviour. It must never be used as a punishment.

- The placement must provide a broad and balanced curriculum supporting reintegration into mainstream school.
- Attendance is recorded as Code D (Dual Registered) on the school register.
- **Statutory Two-Day Notice:** The school must provide written notice to parents (and the LA if an EHC plan is held) at least two school days before the start date. The notice must specify: the address; reporting contact person; number of days; reasons and behavioural objectives; and exact session and break times.

- **Review Meetings:** Review meetings must be held at agreed intervals. Parents must be given at least six days' advance written notice. If parents request a review in writing, the board must convene one unless a review occurred within the prior 10 weeks.
- **Six-Day Decision Notice:** The governing board must issue written notice of its decision regarding continuation within six days after each review meeting.

9.2 Managed Moves

A managed move is a voluntary, permanent transfer to another mainstream school to enable a fresh start:

- **No Trial Moves:** The law does not permit 'trial admissions' or 'trial managed moves'. Any trial period must be conducted as an off-site direction.
- **Voluntary Agreement:** A managed move must have the voluntary agreement of parents, both schools, and the admission authority.
- **Prohibition on Coercion:** A pupil must never be permanently excluded because parents refused a managed move.
- **Admissions Compliance:** Managed moves must comply with the School Admissions Code and published oversubscription criteria.

10. Vulnerable Groups, SEND, and Pupils with Social Workers

The academy applies heightened scrutiny and proactive support for vulnerable pupil groups:

10.1 Pupils with Special Educational Needs and Disabilities (SEND)

The academy adheres to the Equality Act 2010 (reasonable adjustments) and the Children and Families Act 2014 (best endeavours). Disruptive behaviour is recognized as a possible manifestation of unmet SEND or SEMH needs.

- **Graduated Response Exhaustion:** Under no circumstances will a pupil with identified SEND or SEMH be suspended or excluded before the school's graduated response is exhausted.
- **Motional & Personal Plans:** Class teachers and SLT utilize tools such as the Motional Questionnaire and personalized support hierarchies to tailor interventions.
- **Early EHC Annual Review:** Where a pupil has an EHC plan, the school will contact the local authority at an early stage and request an early annual review before taking any decision to exclude.

10.2 Looked-After Children (LAC) and Pupils with Social Workers

For children with a social worker (Child in Need or Child Protection Plans), education is an essential protective factor. When exclusion risks arise:

- **Social Worker Engagement:** The headteacher informs the social worker, DSL, and parents as soon as behavioural concerns emerge.
- **Virtual School Head Contact:** For LAC, the Designated Teacher immediately contacts the Virtual School Head (VSH) to review the Personal Education Plan (PEP) and deploy Pupil Premium Plus support.

11. Reintegration Strategy and Behaviour Support Plans

Following any suspension, cancelled exclusion, off-site direction, or safeguarding separation, the school implements a structured reintegration strategy:

STATUTORY REINTEGRATION PROTECTION

Non-Attendance Rule: A pupil must not be prevented from returning to the classroom solely because parents are unable or unwilling to attend the reintegration meeting. Conditioning a pupil's return on parental attendance constitutes an unlawful exclusion.

11.1 The Reintegration Meeting

A reintegration meeting is held before or on the first day of return with the pupil, parents, and pastoral staff. The meeting emphasizes a fresh start, reviews expectations, and explains the support package.

11.2 Five-Day Behaviour Support Plan

Following a suspension, the Behaviour and Inclusion Lead issues a 5-day Behaviour Support Plan:

- **Targeted Objectives:** The plan establishes personalized targets, adjustments, and rewards (e.g. brain breaks, time-out passes, altered seating).
- **Daily Parental Sign-Off:** Parents review and sign the plan at the end of each school day to reinforce consistent home-school expectations.
- **Day 5 Lead Review:** The Behaviour and Inclusion Lead reviews progress and formally signs off the plan on Day 5. If the pupil is absent, days carry over until five full days are spent.

11.3 Relational & Restorative Interventions

Staff utilize relational strategies to support pupil regulation:

- **Emotion Coaching:** Staff use emotion coaching scripts ('connect before you correct') to validate feelings while maintaining boundaries and teaching impulse regulation.
- **Restorative Circles:** Restorative discussions, problem-solving circles, and circles of friends repair harm, build empathy, and avoid shame.
- **Pastoral Mentoring:** Daily Keep-in-Touch (KIT) check-ins with pastoral staff, and external referrals to CASY or the Schools Behaviour and Attendance Partnership (SBAP).
- **Part-Time Timetables:** Part-time timetables must never be used to manage behaviour, must have a clear time limit, and require formal registration.

12. Statutory Notification Mandates and Information Sharing

The headteacher must fulfill strict statutory notification duties without delay:

12.1 Mandatory Written Notice to Parents

Initial notification is given in person or by telephone, followed immediately by formal written notice specifying:

- The precise reasons for the suspension or permanent exclusion.
- The duration of suspension, or the fact that exclusion is permanent.
- Parents' right to make representations to the governing board and how the pupil may participate.
- Parents' right to request that the governing board meeting be held via remote access, and instructions on how to request it.
- Full-time education arrangements starting from Day 6 (or earlier).
- Statutory warning: For the first five school days, parents must ensure the pupil is not in a public place during school hours without reasonable justification, under penalty of fine or prosecution.
- Impartial advice contacts: DfE Parent Guide, local SENDIAS, Coram Child Law Advice (0300 330 5485), and IPSEA (www.ipsea.org.uk).

12.2 Notifications to Agencies and Authorities

- **Social Worker & VSH:** The headteacher notifies the social worker and VSH (if applicable) without delay, including reasons and duration, and invites them to board hearings.

- **Board & Local Authority:** The headteacher notifies the governing board and LA without delay of all permanent exclusions, suspensions totaling over 5 days in a term, or exclusions causing a missed exam/test.
- **Home Local Authority:** If the pupil lives outside the school's local authority, their 'home authority' must be notified without delay.

13. Education Provision for Excluded Pupils

The academy and local authority ensure pupils continue their education during exclusions:

- **Days 1 to 5 (School Duty):** The school must take reasonable steps to set and mark accessible work during the first five school days (using Google Classroom or Oak National Academy).
- **Day 6+ Suspensions (Governing Board Duty):** The governing board must arrange suitable full-time alternative provision beginning no later than the sixth school day. Consecutive suspensions are cumulative.
- **Day 6+ Permanent Exclusions (LA Duty):** The local authority must arrange suitable full-time education beginning no later than the sixth school day.

14. Governing Board Reinstatement Duties and Hearing Procedures

The governing board considers reinstatement according to the statutory parameters below:

Exclusion Category	Parental Representations	Board Duty & Statutory Deadline	Power to Reinstatement
Permanent Exclusion	Not required (automatic)	Must convene meeting within 15 school days of notice	Yes (can decline or direct reinstatement)
Suspension totaling >15 days in a term	Not required (automatic)	Must convene meeting within 15 school days of notice	Yes (can decline or direct reinstatement)
Suspension/Exclusion missing public exam/test	Not required (automatic)	Must convene within 15 school days; reasonable steps to meet before exam	Yes (chair/committee may decide)
Suspension totaling 5.5 to 15 days in a term	Parent makes representations	Must convene meeting within 50 school days of notice	Yes (can decline or direct reinstatement)
Suspension totaling 5.5 to 15 days in a term	No parental representations	No meeting required; board not required to consider	No power to reinstate
Suspension totaling <= 5 days in a term	Parent makes representations	Board considers representations; no meeting required	No power to reinstate

14.1 Hearing Conduct and Decision-Making

Reinstatement meetings follow strict public law standards:

- **Advance Evidence:** Papers must be circulated to all parties at least five school days in advance.
- **Attendance Rights:** Parents may be accompanied by a friend or representative; the pupil is encouraged to participate; the social worker and VSH may attend.
- **Standard of Proof:** The board applies the civil standard of proof ('balance of probabilities').
- **Closed Deliberations:** All parties withdraw before the board deliberates; the clerk remains to record minutes.

- **Determinations:** The board decides to either decline to reinstate or direct reinstatement immediately or on a specified date.
- **Written Notification:** All parties are notified in writing without delay, detailing IRP rights, SEN expert rights, and Equality Act tribunal timescales (six months).

15. Remote Access Meetings Framework

Governing board meetings and Independent Review Panels (IRPs) may be held via remote access (video conference) under defined conditions:

- **In-Person Default:** Face-to-face meetings remain the default; remote access is only permitted upon explicit parental request or extraordinary circumstances (flood, fire, epidemic).
- **Fairness and Transparency Test:** The board or arranging authority must be satisfied that all participants have adequate technology to see, hear, and contribute fairly and transparently.
- **Technical Failures:** If technological failures compromise fairness, a face-to-face meeting must be arranged without delay.
- **Social Worker / VSH Remote Access:** Social workers and VSHs are permitted to join remotely even when the main hearing is conducted in person.

16. Removing Excluded Pupils from the School Register

Under the School Attendance (Pupil Registration) (England) Regulations 2024, a permanently excluded pupil's name must be removed from the admission register only if:

- 15 school days have elapsed since parents were notified of the board's decision not to reinstate, and no IRP application was made; or
- Parents have confirmed in writing that they will not apply for an IRP.
- **Prohibition on Backdating:** The school cannot backdate the deletion of the pupil's name to the date exclusion began.
- **Statutory LA Return:** The school must submit a return to the LA specifying pupil particulars, emergency contact details, grounds for deletion, and destination school.
- **Interim Attendance Codes:** While awaiting final resolution, attendance is marked as Code D (Dual Registered), Code B (Off-site education), or Code E (Absent and not attending AP).
- **File Transfers:** The Common Transfer File (CTF) must be sent within 15 school days, and the Child Protection file must be transferred securely within 5 days.

17. Independent Review Panels (IRP) and Financial Penalties

The academy trust (SNMAT) arranges an IRP upon parental request within 15 school days of notification:

- **Panel Composition:** Panels consist of 3 or 5 members representing: a lay chair (never employed in a school in a paid capacity); current or former school governors (at least 12 months in the last 5 years); and headteachers (within the last 5 years).
- **Statutory SEN Expert:** If requested by parents, the trust must appoint a qualified SEN expert to provide impartial specialist advice, at no cost to parents.
- **IRP Determinations:** The IRP may uphold the decision, recommend reconsideration, or quash the decision and direct reconsideration (applying judicial review principles: illegality, irrationality, and procedural impropriety).
- **Reconsideration & £4,000 Penalty:** The governing board must reconvene within 10 school days. If directed to reconsider and the board does not offer reinstatement, a mandatory £4,000 payment from the academy trust to the local authority is enforced.

18. Police Involvement and Parallel Criminal Proceedings

The headteacher and governing board will not postpone exclusion decisions or reinstatement meetings solely because a police investigation or criminal proceedings are underway. Decisions must be made fairly based on evidence available at the time, upholding safeguarding principles.

19. Data Monitoring, Equalities Evaluation and Policy Review

The headteacher reports exclusion data termly to the governing board and SNMAT. Governors analyze trends across protected characteristics (SEND, FSM, LAC, ethnicity), repeat suspensions, off-site directions, and safeguarding separations to ensure equitable implementation and prevent off-rolling.

This policy is reviewed annually by the headteacher and governing board. Next scheduled review: September 2027.

Appendix A: Statutory Reinstatement Flowchart Summary

The table below details the statutory decision pathways governing board reinstatement hearings:

Trigger Condition	Statutory Deadline	Required Attendees	Outcome Options
Permanent Exclusion	Within 15 school days	Parents, Headteacher, LA rep, Social Worker, VSH	Decline to reinstate OR Direct reinstatement
Suspension >15 days in term	Within 15 school days	Parents, Headteacher, LA rep, Social Worker, VSH	Decline to reinstate OR Direct reinstatement
Exclusion missing public exam	Within 15 school days (prior to exam if possible)	Parents, Headteacher, LA rep; Chair may act alone if needed	Decline to reinstate OR Direct reinstatement
Suspension 5.5-15 days (parents represent)	Within 50 school days	Parents, Headteacher, LA rep, Social Worker, VSH	Decline to reinstate OR Direct reinstatement
Suspension ≤5 days (parents represent)	Termly review / representations	Written consideration by board	Representations noted on file; no power to reinstate

Appendix B: Model Statutory Notice of Suspension Letter

MODEL LETTER: NOTICE OF SUSPENSION (UP TO 5 DAYS)

Dear [Parent/Carer Name],

I am writing to inform you of my decision to suspend [Child's Name] for a fixed period of [Number of Days] days, commencing on [Start Date] and ending on [End Date]. [Child's Name] will return to school on [Return Date].

I have made this decision to suspend [Child's Name] on disciplinary grounds due to a serious breach of our Behaviour Policy, namely: [Insert specific, factual reasons for suspension].

During the first 5 school days of this suspension, you are legally required to ensure that [Child's Name] is not present in a public place during school hours without reasonable justification. Failure to comply is an offence under Section 103 of the Education and Inspections Act 2006 and may result in a penalty fine.

We have arranged for school work to be provided via Google Classroom / Oak National Academy. Please ensure this work is completed and returned for marking.

You have the right to make written representations to the Governing Board. You also have the right to request that any meeting be held via remote access. If you wish to make representations, please contact the Clerk to Governors at [Clerk Email/Contact].

You are invited to attend a reintegration meeting with myself and the Behaviour and Inclusion Lead on [Date] at [Time] in school. Please note that [Child's Name] will not be prevented from returning to the classroom solely if you cannot attend.

Free, impartial advice is available from: SENDIAS [Local Contact]; Coram Child Law Advice (0300 330 5485); and IPSEA (www.ipsea.org.uk).

Yours sincerely,

[Headteacher Name], Headteacher, Mount Church of England Academy

Appendix C: Five-Day Behaviour Support Plan Template

Issued following fixed-period suspension to support successful, sustained reintegration:

Day & Session	Personal Target & Adjustment	Staff Initials	Parent Signature	Lead Review
Day 1: Return	Focus on calm start; brain breaks; emotion coaching check-in	_____	_____	_____
Day 2: Morning / Break	Safe play at break; restorative reflection task completed	_____	_____	_____
Day 3: Afternoon	Structured KIT time with pastoral mentor; positive praise logged	_____	_____	_____
Day 4: Full Day	Meeting classroom expectations; desk card on Green throughout	_____	_____	_____
Day 5: Review & Exit	Final sign-off with Behaviour and Inclusion Lead; transition targets	_____	_____	Signed / Dated