



## Holy Trinity Church of England Primary School

### Suspension & Permanent Exclusion Policy

*'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.'*

*Each day opens up horizons of hope, aspiration and joy!*



Agreed by staff	14.11.2025	Email google drive
Ratified By Academy Council	19.11.2025	LAC Minutes
Shared with Parents	20.11.2025	School website
Policy Revisit	March 2026	LAC
Policy Review	November 2026	LAC

# Suspension & Permanent Exclusion Policy

## Rationale

Holy Trinity Church of England Primary School is committed to creating a welcoming community of faith where we learn and flourish together. The school acknowledges there are occasions when a pupil's behaviour is unacceptable therefore the decision to suspend or permanent exclude is unavoidable. This may be as a result of serious and/or persistent breaches of the school behaviour policy and where allowing them to remain in school would be of serious detriment to the education or welfare of the pupil or others in school.

Holy Trinity Church of England Primary School uses the DfE guidance documents:

[Behaviour in Schools, advice for headteachers and school staff February 2024](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2024](#)

## Related Legislation

The principal legislation to which this policy relates is

- Education Act 2002, as amended by the Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education and Inspections Act 2006
- Education Act 1996
- 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
- Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK ([www.gov.uk](http://www.gov.uk)).

## Related School Policies

- Behaviour Policy
- Physical Restraint Intervention Policy
- Equality Information & Objectives Statement

## Types of Suspension/Exclusion

● **Fixed-Term Suspensions (FTS)** is issued for a fixed number of school days. An individual fixed period suspension should be for the shortest time necessary. FTS must not exceed 45 school days in an academic year as either a single suspension or a number of shorter suspensions added together. If a pupil receives more than 15 days of fixed-term suspension in a term, governors will meet to review the suspension.

A FTS may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the Executive Headteacher will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A school can suspend a pupil for lunchtimes, but the school should make efforts to resolve any difficulties before issuing a suspension. The legal requirements relating to a lunchtime suspension apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a Local Academy Council meeting is triggered

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 ends; or a permanent exclusion may be issued to begin

immediately after the end of the suspension. If this happens, the Executive Headteacher will write to the parent/carer to give reasons for the change.

- **Permanent Exclusions (PEX)** 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.

For any permanent exclusion, the Executive Headteacher will take reasonable steps to ensure that work is set and marked for the pupil during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will also be made.

The Executive Headteacher 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 pupil should be reinstated.

A Permanent Exclusion will be reviewed at a meeting by a panel of governors within 15 days of receiving notice of a permanent exclusion. The Executive Headteacher will provide a full investigation to the panel and parent 5 working days before the panel convenes. The pupil and parent/carer will have the opportunity to put their case at the meeting and can be supported by a friend, if they wish. Parents/carers can be represented by someone who can speak on their behalf. If governors agree with the Executive Headteacher's decision to permanently exclude the pupil, the pupil and parent/carer have a legal right to a further opportunity to challenge this decision via an Independent Review.

### **Suspension or Permanent Exclusion**

Holy Trinity Church of England Primary School considers the suspension or permanent exclusion from school only as a last resort and as a result of serious and/or persistent breaches of the school behaviour policy and where allowing them to remain in school would be of serious detriment to the education or welfare of the pupil or others in school. The school Behaviour Policy Consequence Scale outlines how behaviours are managed within in the school (Appendix 1). Other options will be investigated before resorting to a suspension/exclusion. Reference will be made to the [NYCC Ladder of Intervention](#) which provides structured, step-by-step guidance for schools to support individual pupils who have social and emotional needs manifesting in challenging behaviour, that could lead to a suspension/exclusion. The guidance details a graduated response to ensure early help is in place to support children and young people with social, emotional and mental health needs, including those that are at risk of suspension/exclusion.

### **The Executive Headteacher's powers to issue suspension or permanent exclusion**

Only the Executive Headteacher can suspend or permanently exclude a pupil on disciplinary grounds. 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. Any decision of the Executive Headteacher, including suspension or permanent exclusion, will be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the Executive Headteacher 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

Executive Headteacher will accept that something happened if it is more likely that it happened than that it did not happen. The Executive Headteacher will take account of their legal duty of care when sending a pupil home following an exclusion.

The Executive Headteacher 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. The Executive Headteacher will inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the Executive Headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider guidance from Behaviour in Schools' guidance.

**Before taking the decision to suspend/exclude, the Executive Headteacher will consider the following:**

**What whole-school approaches and provisions are in place to support this pupil?**

e.g. whole school behaviour policy and inclusive practice to support behaviour for learning, quality first teaching, etc. Are school policies inclusive or do they discriminate against particular pupils with specific needs?

**What measures or strategies has the school put in place to support this specific pupil?**

e.g. behaviour plan, specific learning support, mental health and wellbeing advice, etc. Have support and intervention been put in place and has enough time been allowed for the intervention or support to take effect?

**If there have been multiple, repeat suspensions/exclusions for similar reasons (e.g. abusive behaviour, drug use, etc.) what has been put in place to successfully address the causes?**

Where the school is repeatedly suspending/excluding for the same reason, this could indicate unmet needs.

**What support has been sought from outside agencies, including the Local Authority?**

Through its universal and targeted provision, LA provides access to a range of services. Has school accessed any of the following?

- SEND guidance (for pupils with Special Educational Needs or a Disability)
- Ladder of Intervention
- SEND Assessment (leading to an Education Health and Care Plan)
- Local Behaviour Collaborative or the Pupil Referral Service (PRS)
- Referral to the Locality Hubs to support additional educational and/or social, emotional and mental health needs
- Advice and support from an Educational Psychologist, the Early Help Service, Child and Adolescent Mental Health Service (CAMHS), Youth Justice Service or Children's Social Care
- An Early Help (EH) Assessment and Action Plan.

### **Investigation Protocols**

Before deciding whether to suspend/exclude a pupil the Executive Headteacher will:

- make sure that a thorough investigation has been carried out, consulting others if necessary
- give the pupil a chance to say what happened
- consider carefully the evidence available
- ensure that the suspension/exclusion is for the shortest time necessary
- take into account the school's Behaviour and Equality Policies and, if appropriate, the Race Relations Act and Disability Discrimination Act
- check whether bullying or racial or sexual harassment (or any other coercion) led to a pupil's actions.

## **Suspension Protocol**

The decision to suspend can only be taken by the Executive Headteacher. When the decision to suspend has been made, the Executive Headteacher will inform the parent/carer by telephone as soon as possible and follow this with a formal letter (Appendix 2). The school will also inform the Local Authority and Chair of Governors.

## **Reintegration after a suspension.**

The school will request that the pupil's parents/carers attend a reintegration meeting with the pupil present and the Executive Headteacher to discuss a reintegration strategy which offers the pupil a fresh start; helps them to understand the impact of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; builds engagement with learning.

## **Permanent Exclusion Protocol**

The decision to permanently exclude can only be taken by the Executive Headteacher. If the reason for a Permanent Exclusion relates directly to an incident involving the Executive Headteacher (e.g. assault by a pupil) the Executive Headteacher then the Chief Executive Officer of the Leeds Diocesan Learning Trust will appoint an appropriate independent investigator to investigate the incident prior to any investigation by the Executive Headteacher. Upon coming to the decision to exclude, the Executive Headteacher will inform the parent/carer by telephone as soon as possible and follow this with a formal letter. (Appendix 3). To ensure statutory returns can be made to the DfE and so that alternative education can be put in place (in the event of a permanent exclusion), the school will also inform the Local Authority and the Chief Executive Officer of the Leeds Diocesan Learning Trust.

A Permanent Exclusion will be reviewed at a meeting by a panel of governors within 15 days of receiving notice of a permanent exclusion (agenda Appendix 4). The Executive Headteacher will provide a full investigation to the panel and parent 5 working days before the panel convenes (Appendix 5).

## **Monitoring and Evaluation**

A copy of our Exclusion Policy is shared on the school website and is available to parents on request. The effectiveness of this policy is monitored by the Local Academy Council and the Senior Leadership Team. Incidents are logged along with actions on CPOMS. The School Leadership Team reports behaviour data to the Local Academy termly.

## Appendix 1 Holy Trinity Church of England Primary School Consequence Scale

Positive Consequences	Behaviours	Consequence	Aim of Communication to recognise and celebrate positive behaviour.
	'Learning and flourishing together'	Positive recognition through targeted praise	Smile, thumbs up, verbal praise, recognition boards, stamps, stickers, visit parallel class, member of the leadership team. Praise assembly awards. Positive behaviour shared with parents.
Intervention Steps	Behaviours	Consequence	Aim of communication to support pupil to modify their behaviour and prevent escalation to negative consequences
	Low level disruption and behaviours	Guide from the Side Fix It Advice Lend A Thinking Brain	Outline behaviour expectation ending with <b>Thank you. I expect you to.... Thank you 'I expect you to work quietly Thank you.'</b> .... <b>'I expect you to walk in silence Thank you.'</b> <b>'I expect you to sit in your seat Thank you.'</b> Outline the behaviour that is failing to meet expectations and what needs to be done to fix it. 'Your behaviour is unacceptable because you.... To fix this I am advising you to..... have noticed that you are ...
Consequences	Behaviours	Consequence	Communication Aim to prevent escalation
R1	Distracting others from learning Inappropriate shouting out in class Not participating in learning without good cause Not following instructions	Pupil spoken to Pupil moved within the classroom. Lend A Thinking Brain Talk through with the Teacher Restorative conversation	Staff communicates that pupil behaviour needs to improve. This must be delivered in a calm and controlled manner – manage positively to avoid a 'raise in emotional stakes.' 'Talk through with the Teacher' takes place to clarify expectations, explore triggers and support positive choices. TTWT needs to be immediate and with the class teacher. You are not showing our expectation of .. You have...Because of that you need to... Do you remember when you ... That is who I need to see today.. Thank you for listening. Staff communicates when pupil behaviour has improved ending with 'thank you.'
Consequences	Behaviours	Consequence	Communication Aim to remove pupil to a safe space for reflection
R2	Physical or verbal aggression Passive use of inappropriate language or gesture Leaving the classroom / building without permission Putting selves or others in danger, including throwing objects Deliberate taunting	Restorative conversation Removed out of situation either within class or out of class The Hub	Move the pupil away from the source as a way to distract or offer time out for a few minutes. <b>Time out of class must always involve adult supervision.</b> Allow pupil space and time to decompress. Teacher or TA to hold and record restorative conversation at earliest opportunity. Reflective, restorative conversation held between pupil and teacher/ appropriate adult. Conversation must be firm, calm and compassionate and reflect agreed Thrive scripts.  <b>Behaviour and management logged on CPOMS under R2.</b>  R2 can be communicated with parents by teacher either face to face or via a phone call. Staff to check with DSL before any call home.
Consequences	Behaviours	Consequence	Communication Aim behaviour to be managed by Leadership Team
R3	Deliberate or targeted physical or verbal aggression. Threats of violence towards an adult Aggressive use of inappropriate language or gesture Verbal or physical aggression against a protected characteristic Deliberate vandalism. Taking property without permission Sexual harassment/ inappropriate touching	Referred to the School Leadership Team Restorative conversation with SLT Headteacher appointment arranged with pupil Meeting with parent	Direct communication to School Leadership Team informing of a category of R3. Record on CPOMS as R3 immediately – this must be an accurate factual statement of behaviour with comments recorded verbatim. <b>Behaviour logged on CPOMS under R3. Action logged by SLT.</b>  Reflective, restorative conversation held with pupils by a member of School Leadership Team.  School Leadership Team phone call to parent with follow up meeting where appropriate.  Incident / Behaviour and consequence recorded on CPOMS School Leadership Team to add actions.
Suspension	Behaviours	Consequence	Communication
	Aggressive behaviour or violent behaviour against an adult  A serious and/or persistent breaches of the school's behaviour policy <b>If allowing the child to remain in school would seriously harm the education or welfare of the child or adults in the school.</b>	Internal / External Suspension determined by SLT  Internal / External Suspension determined by SLT  External Suspension	Pupil removed from school in line with statutory guidance <a href="https://www.gov.uk/government/publications/school-exclusion">https://www.gov.uk/government/publications/school-exclusion</a>  The school has a duty to report all suspensions to the Local Education Authority. This data is used by the Local Authority in line with the General Data Protection Regulation (GDPR). Details can be found on the North Yorkshire website. <a href="https://www.northyorks.gov.uk/our-responsibilities-and-commitments-under-gdpr">https://www.northyorks.gov.uk/our-responsibilities-and-commitments-under-gdpr</a>

## Appendix 2 Letter Informing parents of suspension

Dear **[Parent's Name]**

I am writing to inform you of my decision to suspend **[Pupil's Name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The suspension begins/began on **[date]** and ends on **[date]**.

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

**[for pupils of compulsory school age]**

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

**[for pupils of compulsory school age]**

We will set work for **[Pupil's Name]** to be completed on the days specified in the previous paragraph as school days during the period of his/her suspension when you must ensure that he/she is not present in a public place without reasonable justification. **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking. **[NB – if you are making provision from day 1 i.e. for Looked After Children – information should be given as to what provision will be made, the venue, the start and finish of the day and who they should report to on the first day]**.

**[School/PRU]**

You have the right to make representations about this decision to the governing body/management committee. If you wish to make representations please contact **[Name of Contact – your Clerk to the Governor/Clerk of the Pupil Discipline Committee]** on/at **[contact details – address, phone number, email]**, as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to discrimination (under the Equality Act 2010) you can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which First-tier discrimination claims should be sent is the First-tier Tribunal (Special Educational Needs and Disability), 1st Floor, Darlington Magistrates Court, Parkgate Darlington, DL1 1RU <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

You also have the right to see a copy of **[Pupil's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Pupil's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact your local Children and Families: Early Help Team **[The School's contact in the Children and Families: Early Help Team]** at **[LA name]** LA on/at **[contact details – address, phone number, email]**, who can provide advice. I have also included below further information which may be of use to you:-

- a link to this statutory guidance on suspensions/exclusions – July 2022 (<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre ([www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)), or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- **[where considered relevant by the head teacher]**, links to local services, such as SENDIASS, Special Educational Needs Information Advice and Support Service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or [schoolexclusions@nas.org.uk](mailto:schoolexclusions@nas.org.uk)), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

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

The school have a duty to report all suspensions to the Local Education Authority. This data is used by the Local Authority in line with the General Data Protection Regulation (GDPR). Details can be found on the North Yorkshire website <https://www.northyorks.gov.uk/your-council/transparency-freedom-information-and-data-protection/our-responsibilities-and-commitments-under-gdpr>

Yours sincerely

**[Name]**

Executive Headteacher

### Appendix 3 Letter Informing Parent of Permanent Exclusion

Dear **[Parent's Name]**

I regret to inform you of my decision to permanently exclude **[Pupil's Name]** with effect from **[date]**. This means that **[Pupil's Name]** will not be allowed in this school/this PRU unless he/she is reinstated by the governing body/the discipline committee (management committee in case of a PRU).

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[Pupil's Name]** has not been taken lightly. **[Pupil's Name]** has been excluded because **[reasons for the exclusion — include any other relevant previous history]**

#### **[For pupils of compulsory school age]**

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

#### **[For pupils of compulsory school age]**

Alternative arrangements for **[Pupil's Name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[Pupil's Name]** and would ask you to ensure this work is completed and returned promptly to school for marking **[this may be different if supervised education is being provided earlier than the sixth day]**. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority **[give the name of the authority — if the child lives outside North Yorkshire it will be the “home LA”]** will provide suitable full-time education. **[set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]**

#### **[For pupils of compulsory school age]**

**[Where pupil lives in a local authority other than the excluding school's local authority]** I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for **[his/her]** education from the sixth school day of exclusion. You can contact them at **[give contact details]**.

As this is a permanent exclusion the governing body (or management committee in case of a PRU) must meet to consider the reinstatement of your child. At the review meeting you may make representations to the governing body/PRU management committee, either verbally or in writing, if you wish and ask them to reinstate your child in school. The governing body/PRU management committee have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to decline to reinstate your child, in which case you may appeal against their decision to an Independent Review Panel. The latest date by which the governing body/PRU management committee must meet is **[specify the date — the 15th school day after the date on which the governing body/PRU management committee was notified of the exclusion]**. If you wish to make representations to the governing body/PRU management committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body/PRU management committee of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

**[For Academies]** You also have the right to request that a Local Authority representative attend a meeting of an Academy's governing body as an observer; that representative may only make representations with the governing body's consent. **Please let me know if you wish an LA representative to attend the meeting.**

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body/PRU management committee.

You have the right to see a copy of **[Pupil's Name]**'s school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of **[Pupil's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact your local Children and Families: Early Help Team **[The School's contact in the Children and Families: Early Help Team]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice. I have also included below further information which may be of use to you:-

- a link to this statutory guidance on suspensions/exclusions – July 2022 (<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre ([www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)), or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- **[where considered relevant by the head teacher]**, links to local services, such as SENDIASS, Special Educational Needs Information Advice and Support Service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about> ), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or [schoolexclusions@nas.org.uk](mailto:schoolexclusions@nas.org.uk)), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

The school have a duty to report all exclusions to the Local Education Authority. This data is used by the Local Authority in line with the General Data Protection Regulation (GDPR). Details can be found on the North Yorkshire website <https://www.northyorks.gov.uk/your-council/transparency-freedom-information-and-data-protection/our-responsibilities-and-commitments-under-gdpr>

Yours sincerely

**[Name]**

Executive Headteacher

## **PROTOCOLS**

The Chair to invite attendees into the meeting and confirm the meeting is in line with agreed protocols.

### **1. INTRODUCTIONS AND APOLOGIES FOR ABSENCE**

The Chair to introduce themselves and request personal introductions of attendees to clarify the roles of individuals at the meeting.

### **2. IMPARTIALITY**

The Chair to ask each Governing Body member if they are able to hear the case impartially and have not previously been involved in the decision to exclude.

### **3. INTRODUCTION**

The Chair to confirm the reason for meeting, this being:

- to review the decision to permanently exclude [**Pupil Name**]
- to consider the views of parents
- in relation to permanent exclusion - to check that the permanent exclusion meets the two fold test:
  - On the balance of probabilities, did the pupil 1) commit a serious or (2) persistent breach of the school's behaviour policy; and
  - would allowing the pupil to remain in school seriously harm the education or welfare of the pupil or of others in the school.
- to check that the permanent exclusion has been issued with due consideration to the DfE's guidance (being lawful, reasonable, fair and proportionate).
- Explain the possible options and outcomes available for the Pupil Behaviour Committee (which vary depending on whether suspension, or permanent exclusion).

### **4. EXECUTIVE HEADTEACHER REPORT**

The Executive Headteacher to outline the case for permanent exclusion without interruption.

- Parent questions to Executive Headteacher through the Chair
- Committee representatives' questions to the Executive Headteacher via the Chair

### **5. PARENT VIEWS**

Parents/representatives to present their views on the permanent exclusion or suspension without interruption.

- Executive Headteacher questions to parents via the Chair.
- Pupil Behaviour Committee members to ask questions to parents.

### **6. PUPIL STATEMENT**

The Chair to invite the pupil to present their views on the permanent exclusion – oral if present, written or spoken by a representative.

### **7. OTHER AGENCY INPUT**

The Chair to invite any other agencies/representatives, if present, to put forward their views/knowledge of the child.

Questions to agency representatives

- Executive Headteacher questions to agency representatives.
- Parent questions to agency representatives
- Committee representatives' questions to agency representatives.

### **8. EXECUTIVE HEADTEACHER SUMMING UP**

The Executive Headteacher to make any final statements.

### **9. PARENTS SUMMING UP**

The parents to make any final statements.

### **10. PRIVATE DELIBERATIONS OF THE COMMITTEE**

Everyone but the Clerk and Committee representatives to leave the meeting, leaving any confidential papers behind if physically present.

### **11. DECISION OF THE COMMITTEE**

To capture and agree the summary decision relating to the permanent exclusion.

[Appendix 5 Headteacher's Report Pupil Behaviour Committee](#)

**INFORMATION ABOUT THE CHILD**

**Full Name:**    **D.O.B:**    **Year Group:**    **Gender:**    **Ethnicity:**

PP		LAC		SEND		Other:	
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**Name of Academy:**

**Pupil Educational history:**

**Date of Permanent Exclusion:**

**Reason/s for Permanent Exclusion:**

**Attendance / punctuality**

Possible:    Actual:    Lates:    Authorised absence:    Unauthorised absence:

**Special educational Needs**

**External Agency Support:**

Agency		Dates	Support

**Executive Headteacher Statement**

**Section 1 – Summary of the incident**

**Section 2 – Reason for the permanent exclusion**

**Section 3 – Support Provided/ SEND needs / reasonable adjustments**

**Mitigating factors**

**Suspension/Exclusions:**

**Suspension History:**

Start Date	End Date	Type	Reason	Details	Duration (days)

**Section 4 – Decision making process**

**Section 5 – Summary of behavioural issue**

**Section 6 – Timeline of events leading to the incident above**

**Section 7 - Witness statements**

**Section 8 – Views of the pupil accused and any victim**

**Section 9 – Behaviour policy and DfE Guidance.**

**Section 10 – Summary/ Final statement**