



Wykham Park Academy Banbury
an Aspirations Academy



**FUTURES
INSTITUTE**
BANBURY

Suspension and Permanent Exclusion Policy 2024/25

Date of last review	June 2024	Review Period	Annual
Date of next review	June 2025	Owner	Principals
Type of policy	Statutory Suspension and Permanent Exclusion Policy	Board Approval	Regional

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1. Statement of Intent

At Wykham Park Academy and Futures Institute Banbury we understand that good behaviour and discipline is essential for promoting a high-quality education.

We recognise that suspension and permanent exclusion of pupils may be necessary where there has been a **serious breach**, or **persistent breaches**, of our Behaviour Policy. Suspending or permanently excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or permanently excluding pupils should only be used as a means of last resort.

This policy aims to clearly define the legal responsibilities of the Principal, governing board and LA when responding to pupil suspensions and permanent exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a pupil's right to an education despite having been suspended or permanently excluded, by ensuring that appropriate arrangements are in place.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling:

'Off-rolling' is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the pupil, to:

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school roll, or
- Encourage a sixth-form student not to continue with their course of study, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

2. Legislation and Statutory Requirements

2.1 Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- 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
- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 · The European Convention on Human Rights (ECHR)
- Section 579 of the Education Act 1996, which defines ‘school day’
- Children and Families Act 2014
- The School Inspection Handbook, which defines ‘off-rolling’
- This policy complies with our funding agreement and articles of association.

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England (September 2023)
- Behaviour in Schools Guidance (February 2024)
- Keeping Children Safe in Education (KCSIE) (2024)
- Behaviour and discipline in schools (February 2014)
- Working together to safeguard children (December 2023)
- Searching, Screening and Confiscation Guidance for Schools (July 2022)
- SEND Code of Practice (January 2015)
- Mental Health and Behaviour in Schools (November 2018)
- Use of Reasonable Force (July 2013)

2.2 Associated Policies and Procedures

The following Academy policies and their associated procedures are an integral part of this Suspension and Permanent Exclusion Policy:

- Behaviour Policy
- SEND Policy
- Anti-Bullying Policy
- Staff Code of Conduct Policy
- Attendance Policy
- Uniform, Appearance and Equipment Policy

3. Terminology

3.1 Definition and Abbreviations

- “The Trust” means the Aspirations Academies Trust.
 - “School” means ‘Wykham Park Academy’ and ‘Futures Institute Banbury’
 - Principal means the Principal of the School
 - CEO means the Chief Executive Officer of the Aspirations Academies Trust
 - Governing Body means the committee of the Board of Trustees to which Trustees have delegated appropriate powers and functions related to the governance of a school or group of schools.
 - SEND means Special Educational Needs and Disability.
 - EHCP means Education, Health and Care Plan.
 - LA means Local Authority.
 - LAC means Looked After Child
 - CWCF means Child We Care For
 - CP means Child Protection
 - CIN means Child In Need
 - SEMH means Social, Emotional and Mental Health
 - OCC means Oxfordshire County Council
 - OSD means Off Site Direction
 - GDC means Governors Disciplinary Hearing
 - IRP means Independent Review Panel
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- A “**Suspension**” is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year before being permanently excluded. A suspension does not have to be for a continuous period.
 - A “**Permanent Exclusion**” is defined as the permanent removal of a pupil from the school, 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.

4. Suspensions

Suspensions are used at Wykham Park Academy and Futures Institute as an appropriate sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool and is set out within our 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 may be used to provide a clear signal of what is unacceptable behaviour as part of our behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

It is important that during a suspension, pupils still receive their education. The Academy's Suspension Letter to the parent outlines the educational provision during the suspended period.

The Academy will only suspend in response to breaches of the behaviour policy that are not serious enough to warrant permanent exclusion and when lesser sanctions are inappropriate.

4.1 Reasons for Suspension / Grounds to suspend (not an exhaustive list)

Code Description

PP Physical assault against a pupil

PA Physical assault against an adult

VP Verbal abuse / threatening behaviour against a pupil

VA Verbal abuse / threatening behaviour against an adult

OW Use or threat of use of an offensive weapon or prohibited item BU

Bullying

RA Racist abuse

LG Abuse against sexual orientation and gender identity

DS Abuse relating to disability

SM Sexual misconduct

DA Drug and alcohol related

DM Damage

TH Theft

DB Persistent disruptive behaviour

MT Inappropriate use of social media or online technology

4.2 Procedure for suspension

- Where necessary, the Academy will conduct an investigation prior to making the decision to suspend. This will generally include collecting statements from the pupil(s) involved, any witnesses or staff, if appropriate.
- The Academy may also utilise its CCTV as part of the investigative process. There will be cases when the above is not required.
- A Suspension Form is completed for all suspensions.
- The 'Suspension Form' acts as a checklist to ensure that important factors are considered and a clear process is followed. For example, reasonable adjustments for SEN/EHCP students, as well as considering the child's Social Care Status (CP/CIN/CWCF etc.) and other protected characteristics.
- Only the Principal, or delegated Vice Principal, can suspend a student from the Academy.
- The Behaviour Manager will complete the administrative aspect including the recording of the Suspension on Arbor, updating the register, emailing the formal letter and occasionally notifying the parent too.
- Parents are notified without delay and provided with the reason for the suspension immediately.
- The Academy will either set work on Google Classroom or direct the pupil to Oak National Academy.
- The academy can also arrange for paper copies/worksheets/booklets for the student to complete during their suspension if it is requested by the parent.

5. Re-integration Meetings

The Academy will support pupils to reintegrate successfully into school life and full-time education following a suspension, cancelled suspension or exclusion.

Following a suspension, the parent/guardian and child are invited to attend a reintegration meeting.

Reintegration meetings are generally held at the beginning of the day, from 8:00am – 9:00am. The details of the reintegration meeting will be shared via the suspension letter over email, usually on the day that the suspension was issued.

Whilst the Academy's preference is that the parent/guardian attends the reintegration meeting in person, we are able to offer meetings via Google Meet or telephone for exceptional circumstances e.g. parent disability.

The Academy may also decide to invite a member of the Governing Board to attend a reintegration meeting for students that are: suspended frequently or for extremely serious suspensions i.e. a physical assault.

5.1 During the meeting

During the meeting, the member of staff leading it will complete our 'Reintegration Form' and discuss the following:

- Reason for Suspension
- Suspension Duration
- Total number of suspensions this academic year
- Pupils attendance certificate
- Pupils Suspension Data
- Pupils Internal Exclusion Data
- Pupils Behaviour Incidents
- Targets (Student, School and Parent)
- Support Provided and Interventions

It is important that the pupil's voice is heard during the meeting. We hope that the pupil has reflected on their behaviour and understands the consequence for their actions.

During a reintegration meeting, the Academy will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success.

5.2 Support

The Academy provides a vast range of support for students that are suspended from school due to their behaviour. The aim is that the support provided will prevent any further suspension(s). The staff lead will decide, in agreement with the student and parents, what support is required, if any.

The Academy will consider a range of measures to enable the pupil's successful reintegration which can include, but are not limited to:

1. Behaviour Report Card
2. Positive Report Card
3. Daily Check-ins
4. Regular Parental Communication
5. Curriculum Adjustment (Timetable)
6. Social Time Adjustment (Break and Lunch)
7. Reintegration Timetable (Reduced/Bespoke Timetable)
8. Round Robin (Teacher Feedback)
9. SEND Assessment
10. School Nurse Referral
11. Individual Support Plan (ISP)
12. Risk Assessment
13. Other External Agencies Referral (CAMHS, MIND, SeeSaw, Be Free YC, SAFE!)
14. LSA/TA Support
15. Assigned 'Trusted Person' / 'Key Worker'
16. Mentoring
17. Working Together (Formerly Early Help), Strengths and Needs Assessment/TAF
18. Academic Nurture Provision (SEN Only)
19. Nurture Provision
20. Alternative Provision (The Bridge)
21. Blended Learning / Hybrid Model (School & Home)
22. Off-Site Direction or Managed Move

A part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary (maximum of 6 weeks). Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time education, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing a part-time timetable with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and must treat absence as authorised. A part time timetable can only be approved by the Principals or the Vice Principal delegate.

5.3 Pupils 'At Risk of Permanent Exclusion'

The academy recognises that students who are *repeatedly* suspended from school due to their behaviour require additional support. However, the pupil must engage with the support that is provided. The academy will always consider contextual information such as Safeguarding including Social Care Status, SEMH, ACE's/Trauma, any Special Educational Needs (SEN), disability and other relevant protected characteristics.

Pupils deemed to be 'At Risk of Permanent Exclusion' based on our behaviour data will have the opportunity to meet with several senior members of staff including: the College Team, Assistant Principal(s), Vice Principal(s), The Principal and finally a member of the Governing Board.

The meetings are designed to provide *support* and agree strategies to reduce the possibility of a permanent exclusion from happening. Pupils 'at risk of Permanent Exclusion' will also be raised by the Academy as a 'Pupil of concern' at the North Oxfordshire In Year Fair Access Protocol (IYFAP).

More information can be found here: <https://schools.oxfordshire.gov.uk/access-learning/exclusion-and-reintegration-team>

6. Permanent Exclusion

6.1 DfE Guidance

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.**

Some examples are: assault, sexual assault, offensive weapon, prohibited item, drug dealing or possession, discriminatory abuse, serious verbal abuse or threatening behaviour.

For any permanent exclusion, we will take reasonable steps to ensure that work is set and marked for pupils 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) should also be considered.

- Only the Principal can suspend or permanently exclude a pupil on disciplinary grounds
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the Principal, 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 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 should accept that something happened if it is more likely that it happened than that it did not happen. The Principal will take account of their legal duty of care when sending a pupil home following an exclusion.

It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.

It is an acknowledgement by the Academy that it has exhausted all available strategies for supporting a student. There will be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a child for a 'one off' offence e.g. for a serious physical assault/threatening behaviour towards staff or students, serious vandalism or the possession of a dangerous and prohibited item e.g. a knife or weapon.

6.2 Reasons to permanently exclude:

A decision to permanently exclude a student would normally be taken in response to:

- · Physical assault, verbal abuse or threatening behaviour against any student or adult · Persistent disruptive behaviour and persistent defiance
- · Persistent, serious and on-going bullying, including e-bullying, racist, sexist or homophobic behaviour
- · Sexual misconduct
- · Drug or alcohol related incidents including possession, supply or use of drugs or alcohol on the academy site
- · Theft from others, or of Academy property
- · The possession and/or use of any weapons (or any item which could be used as weapons or to cause harm)
- · A malicious accusation against a member of staff
- · Other breaches of the Code of Conduct or ethos of the Academy deemed to be serious enough to warrant this level of sanction

6.3 Cancelling suspensions or permanent exclusions

The Principal may cancel any suspension or permanent exclusion that has already begun; however, this power will only be used if the suspension or permanent exclusion has not already been reviewed by the governing board. Where a suspension or permanent exclusion is cancelled, the Principal will notify the pupil's parents, the governing board, the LA, and, where relevant, the virtual school head (VSH) and the pupil's social worker. The Principal will offer the pupil's parents the opportunity to meet with the Principal to discuss the circumstances that led to the cancellation of the suspension or permanent exclusion, and the pupil will be allowed back into school.

The Principal will report the number of suspensions and permanent exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to the governing board once per term, to allow the governing board to have appropriate oversight. Formal notification of a cancellation must be sent to the parents, governing board, LA and any social worker and VSH as appropriate.

Any days a pupil is suspended before its cancellation count towards the maximum 45 days of suspension in any school year.

If the pupil was permanently excluded and would go over the 45-day limit after counting the period they have been permanently excluded before it would be cancelled, then the permanent exclusion cannot be cancelled.

6.4 Factors to consider when suspending or permanently excluding a pupil

When considering the suspension or permanent exclusion of a pupil, the Principal will:

- Allow the pupil the opportunity to present their case.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the pupil has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess pupils who demonstrate consistently poor behaviour.

The Principal will consider what extra support may be available for vulnerable pupil groups whose suspension and permanent exclusion rates are higher, to reduce their risk of suspension or permanent exclusion, including the following:

- o Social Care Status
- o LAC/CWCF
- o Pupils eligible for FSM
- o Pupils with SEN
- o Certain ethnic groups

Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the Principal, who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities. The full assessment procedures are outlined in the school's Social, Emotional and Mental Health (SEMH) Policy.

Where SEND or SEMH issues are identified, an individual plan will be created using the Trust Graduated Response Procedure outlined in the Trust SEND Policy. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the Graduated Response process, then suspension or permanent exclusion may be considered. In accordance with the Equality Act 2010, under most circumstances a pupil with identified SEND or SEMH issues will only be suspended or permanently excluded after the Graduated Response process has been completed. The school will keep detailed records, highlighting that these pupils are closely tracked and showing that the school has a close relationship with the pupil's next destination.

The Principal will work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.

In the event of a cancellation, formal notification will be sent to the parents, governing board, LA and any social worker and VSH as appropriate.

6.5 Preventative Measures

The Principal will consider whether either an off-site direction or managed move would be appropriate, before making the decision to permanently exclude. The Academy works closely with the three other Banbury based secondary schools on the use of Off-site direction and Managed Moves.

Off-site direction (OSD)

The Academy may use their general powers to arrange for any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision intended to improve their behaviour.

The Principal will decide, in communication with the pupil and their parents (although parental consent is not required), whether off-site educational provision is an appropriate solution to managing a pupil's behaviour and avoid suspension or permanent exclusion. The Academy will support the family in the event of an OSD, the Academy will arrange the initial and review meetings. The Academy will also inform the Exclusions and Reintegration Team (ERT) at the Oxfordshire County Council (OCC).

Off-site Direction placements within Oxfordshire are usually 6 week placements. The Principal and their SLT will decide at each review meeting whether the arrangement will continue and for what period of time; the meeting will also decide arrangements for further reviews. Reviews will be recorded in writing, including any decisions made regarding the placement, and may include the governing body if appropriate.

Managed moves

Where it is thought to be in a pupil's best interest to transfer them to another mainstream school permanently, the Principal and their SLT will discuss this with the parents of the pupil, the LA if the pupil has an EHC plan and the Virtual Head/Social Worker if they are a Child We Care For (CWCF). Managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.

6.6 Duties of the school to inform the Parent(s), Governing Board, Local Authority, Social Workers and Virtual School Head

Parent

Following the Principal's decision to permanent exclude a pupil, they will immediately inform the parents, in person or by telephone, supported by email communication, of the period of the suspension, or permanency of the exclusion, and the reasons behind this.

If the pupil is 18 or over, the Principal must inform them personally rather than parents/carers.

Governing Board and Local Authority

The Principal will inform the governing board and Regional Direction without delay, of the following:

- Any decision to permanently exclude a pupil
- Any suspensions which would result in the pupil being suspended for more than 5 school days in a term (or more than 10 lunchtimes)
- Any suspensions or permanent exclusions which would result in the pupil being absent from an examination or national curriculum test
- The LA is able to access all of the school's suspension data the via MIS system. All notifications to the governing board and LA will include the reasons for suspension or permanent exclusion and the duration of any suspension.

The school MUST complete the **Exclusion Reintegration Referral Form** and send this to: ERT@oxfordshire.gov.uk accompanied by the Letter Informing the Parent of the decision to Permanently Exclude.

Exclusion and Reintegration Team (ERT) at the Oxfordshire County Council (OCC) Claire Hawkes - claire.hawkes@oxfordshire.gov.uk
Steph Rose - stephanie.rose@oxfordshire.gov.uk

Aspirations Academies Trust Regional CEO: mandylancy@aspirationsacademies.org

Social Workers and Virtual School Head

For all suspension and permanent exclusions issues, the Principal will, without delay, notify the pupil's social worker, if they have one, and the VSH, if they are a looked-after child. This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.

Social workers and/or the VSH will also be informed when a meeting of the governing board is taking place, and will be invited to attend the meeting should they wish to do so.

The Virtual School Head (VSH) or social worker may request to join a meeting remotely (even if everyone else is attending in person). It is down to the governing body to decide whether to accept the request.

6.7 Arranging education for permanently excluded pupils

The Academy is responsible for providing the education provision for the first five days of the exclusion. This will be the same as the provision provided for suspended pupils. The LA, Oxfordshire Country Council, is responsible from day six for providing the pupils education.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil.

If a pupil with SEN has been suspended or permanently excluded, the Academy will ensure that:

- Any alternative provision is arranged in consultation with the pupil's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed or the pupil's needs are reassessed, in consultation with the pupil's parents.

6.8 The Governors Body Hearing/Governors Disciplinary Committee

The Governors Body Hearing, also referred to as the Governors Disciplinary Committee (GDC) is a meeting that a school's Governors must hold when the Principal has decided to make a permanent exclusion. The Governors have a maximum of 15 school days from the date of their notification to convene for the GDC.

A 'Clerk to the Governors' will be appointed to take minutes during the Hearing. The Clerk will organise the formal arrangements such as setting the date, time and venue, send the PEX pack to all parties including the governing board, LA, parent/guardian and social worker (if appropriate), be present at the hearing and take the minutes from the meeting.

The hearing usually takes place at the school the child was excluded from, however, the Principal may decide that it is appropriate to hold the GDC elsewhere locally. There will be a **minimum of three Governors**, one of whom will chair the hearing. Any Governor with a personal connection or prior involvement with the child must step down.

A representative from the Local Authority may be present at the GDC. Alternatively, they may provide a letter of points and questions in response to the PEX pack which should be discussed during the hearing.

The school must provide and share the PEX pack five days before the date of the GDC. This should be shared with: The Governing Board, the LA and the Parent of the excluded pupil. The Principal's Personal Assistant will carry out the administrative duties.

Following the GDC hearing, the governing board will decide collectively whether to: a) Uphold the PEX (Approve it) or b) Reinstate the child (Disapprove the PEX).

If the child is reinstated, a meeting must be held to arrange the return of the child and support provided. The parent/guardian has 15 days to respond to the outcome of the GDC. If they wish to 'Appeal' the decision, they must notify the Trust and LA. The IRP should then be held within 15 school days.

6.9 Independent Review Panel

The Academy works with the **Oxfordshire Country Council** to arrange an Independent Review Panel.

The Independent Review Panel have three options. It could decide to:

- Uphold the exclusion decision;
- Recommend that the School reconsiders its decision; or
- Quash the decision and direct that the School considers the exclusion again.

Parents are required to submit their applications by contacting the Local Authority and notifying the Trust Director of HR and Compliance:
johnreece@aspirationsacademies.org within:

- 15 school days of the governing board's notification of their decision. · 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.

Any application made outside of the above time frame will not be reviewed. Parents are able to request an independent review panel even if they did not make a case to, or attend, the governing board's initial consideration of the permanent exclusion.

The Trust will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance.

6.10 The governing boards duty to consider reinstatement following an IRP

Where the independent review 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.

Following a direction to reconsider, unless within ten school days of receiving notice of the panel's decision the governing board decides to reinstate the pupil, an adjustment will be made to the school's budget in the sum of £4,000 if the panel has ordered this. In the case of an academy, the school will be required to make an equivalent payment directly to the local authority in whose area the school is located. This payment will be in addition to any funding that would normally follow a permanently excluded pupil. If the governing board offers to reinstate the pupil within the specified timescale but this is declined by the parents, no budget adjustment or payment can be made.

The governing board must comply with any direction of the panel to place a note on the pupil's educational record. 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.

6.11 Criminal investigations

The Principal will not postpone taking a decision to suspend or permanently exclude a pupil due to a police investigation being underway, or any criminal proceedings that are in place.

Particular consideration will be given by the Principal when deciding to suspend or permanently exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

If the governing board is required to consider the Principal's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available.