

## GLC Suspensions and Exclusion Policy

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| This policy was ratified by the Board of Directors on: | Summer 2026 |
| This policy will be reviewed by the GLC Board on       | Summer 2027 |

### GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

### Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to 'develop confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair and equal community'. We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

Important note on statutory basis: This policy is based on the DfE statutory guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', published May 2026 and in force from 26 July 2026 and the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026. It supersedes the Autumn 2025 version of this policy.

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## 1. Aims

The GLC aims to ensure that:

- The suspension and permanent exclusion processes are applied fairly, consistently and as a last resort;
- The processes are understood by directors, governors, staff, parents and pupils;
- Everyone has the opportunity to develop as active and thriving citizens within a diverse, truly fair and equal community; and
- All pupils, students and staff are safe.

To achieve this, pupils must adhere to the GLC motto, mission and values:

- Respect the rules of our academy, the authority of teachers and adults and the right of all students/pupils to make unhindered progress;
- Be empathetic to peers, supporting, encouraging and helping them when in need;
- Be positive about learning: always trying to improve upon our best and be open to new experiences, ways of thinking and doing;
- Be kind and respectful to each other, working together to eradicate all forms of bullying; and
- Be proud of being part of the GLC, doing everything possible to make our academy and community better.

This policy sets out the GLC's expectations for all academies in ensuring compliance with legislation governing suspension and permanent exclusion.

## 2. Definitions

| Term                           | Definition                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Suspension</b>              | When a pupil is removed from the school for a fixed period. A suspension is a disciplinary exclusion. It must always be formally processed and recorded. It may be used for a single occurrence of serious misconduct or persistent misbehaviour. The total must not exceed 45 school days in one academic year.                                |
| <b>Permanent exclusion</b>     | When a pupil is removed from the school permanently and taken off the admissions register. This is a disciplinary exclusion and will only be used as a last resort.                                                                                                                                                                             |
| <b>Safeguarding separation</b> | When a pupil is temporarily forbidden to attend school premises due to an allegation of harm that requires physical separation from another pupil or pupils. This is NOT a suspension or exclusion — it does not require the same process — but it activates the local authority's section 19 duty to arrange education.                        |
| <b>Off-site direction</b>      | When a pupil attends another educational setting temporarily to improve their behaviour. The power is granted to the governing board under section 29A Education Act 2002 [as extended to academies by the Education [Educational Provision for Improving Behaviour] [Application to Academies and PRUs] Regulations 2026].                     |
| <b>Managed move</b>            | The process to transfer a pupil to another school permanently, with agreement of all parties. Trial periods are NOT permitted by law — a managed move is a permanent measure and cannot normally be used for pupils with an EHCP without LA agreement and formal amendment of the EHCP. Requires agreement of the LA, both schools and parents. |
| <b>School day</b>              | Any day on which there is a school session. INSET and staff training days do not count. Any exclusion, even for a short period, will be formally recorded and processed.                                                                                                                                                                        |

| Term                       | Definition                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Part-time timetable</b> | May be used in exceptional circumstances as a short-term measure towards full integration, where agreed in consultation with parents. It must NOT be used as a behavioural sanction. A written plan with clear timescales and review dates must be in place. Using a part-time timetable for behavioural reasons without this framework may constitute off-rolling. |

Off-rolling: The GLC has a zero-tolerance approach to off-rolling. The new 2026 DfE guidance expands the definition of off-rolling to include: placing a pupil on a part-time timetable for behavioural reasons; sending a pupil home without a formal suspension [with or without parental agreement]; encouraging parents to choose EHE or another school under the implicit or explicit threat of permanent exclusion; moving a pupil to off-site AP where it is not in their best interests; and intentionally removing a pupil from the roll without correctly identifying a prescribed ground under the School Attendance [Pupil Registration] [England] Regulations 2024. The law does not allow extending or converting a suspension into a permanent exclusion.

### 3. Legislation and Statutory Guidance

Any exclusion decision must comply with the principles of administrative law — it must be lawful, rational, reasonable, fair and proportionate. When establishing facts, the Head of School applies the civil standard of proof: on the balance of probabilities, it is more likely than not to be true.

This policy is based on the following legislation and statutory guidance:

- DfE Statutory Guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement [May 2026, in force from 26 July 2026];
- Education [Educational Provision for Improving Behaviour) [Application to Academies and Pupil Referral Units and Minor Amendments] Regulations 2026;
- Section 52 of the Education Act 2002, as amended by the Education Act 2011;
- The School Discipline [Pupil Exclusions and Reviews] [England] Regulations 2012;
- Sections 64–68 of the School Standards and Framework Act 1998;
- The Equality Act 2010;
- The SEND Code of Practice and the Children and Families Act 2014;
- Part 7, Chapter 2 of the Education and Inspections Act 2006 [parental responsibility for excluded pupils];
- Section 579 of the Education Act 1996 [definition of 'school day'];
- The Education [Provision of Full-Time Education for Excluded Pupils] [England] Regulations 2007, as amended 2014;
- Behaviour in Schools: Advice for headteachers and school staff [DfE, February 2024]; and
- The School Attendance [Pupil Registration] [England] Regulations 2024.

This policy should be read in conjunction with the GLC Behaviour Policy [secondary], the GLC Behaviour and Relationships Policy [primary], the GLC SEND Policy and the GLC Safeguarding and Child Protection Policy.

## 4. The Decision to Suspend or Permanently Exclude

### 4.1. Who can exclude

Only the Head of School [or acting Head of School where the Head is completely unavailable] may suspend or permanently exclude a pupil. Any such decision must be on disciplinary grounds only. Exclusion on any other basis — including safeguarding separation — is governed separately.

### 4.2. Suspension

A decision to suspend will be taken only:

- In accordance with the GLC Behaviour Policy [secondary] / Behaviour and Relationships Policy [primary];
- To provide a clear signal of what is unacceptable behaviour; and
- To show a pupil that their current behaviour puts them at risk of permanent exclusion.

Suspension should usually be a last resort, after other sanctions — such as detentions, internal exclusion and off site direction — have been tried alongside efforts to support the pupil. A pupil who is repeatedly suspended for the same behaviour should not automatically receive an ascending number of days with each suspension unless there is clear and compelling justification. Where suspensions are becoming a regular occurrence, the Head of School will consider whether suspension alone is an effective sanction and what additional strategies are needed.

#### **4.3. Permanent exclusion**

Permanent exclusion will only be used as a last resort and only:

- In response to a serious or persistent breach of the GLC's behaviour policy; and
- Where allowing the pupil to remain at the academy would seriously harm the education or welfare of the pupil or others.

#### **4.4. Before deciding to suspend or permanently exclude**

Before making a decision, the Head of School will:

- Consider all relevant facts and evidence, including whether the incident was provoked and whether any contributing factors were identified;
- In cases where permanent exclusion is being considered, normally apply a suspension first while the investigation takes place;
- Give the pupil the opportunity to state their version of events, with support from an advocate [parents, carers, social worker] where appropriate;
- Consider whether the pupil has SEND, whether GLC SEND policies and procedures have been followed and whether early intervention and referrals for support have been made [see Appendix 2];
- Consider whether additional factors place the child at risk if excluded, including whether they are looked after or have a social worker;
- Consider whether all alternative solutions have been explored, including other sanctions, off-site direction, or managed moves; and
- Apply the civil standard of proof — on the balance of probabilities.

#### **4.5. Cumulative suspension limits**

A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. Where a suspension would bring the cumulative total to more than 15 school days in a term [including parts of school days, which count as half-days], the GLC Student/Pupil Discipline Panel must meet to consider the suspension. The GLC maintains ongoing records to ensure pupils at risk of reaching this limit receive early intervention and support.

#### **4.6. Groups at higher risk of exclusion**

Suspension and exclusion rates are consistently higher for certain groups including pupils with SEND, pupils eligible for free school meals, looked after children and pupils from certain ethnic groups [Gypsy/Roma, Travellers of Irish Heritage and Caribbean heritage pupils]. The GLC monitors and intervenes to ensure there is no discrimination and that positive steps are taken to avoid suspension for all pupils. The Equality Act 2010 requires the GLC to take this duty seriously and to consider it before every exclusion decision.

### **5. Safeguarding Separation**

#### **5.1. What is safeguarding separation?**

A safeguarding separation occurs when a pupil is temporarily forbidden to attend the school's premises due to an allegation of harm that requires their physical separation from another pupil or pupils. The most common circumstances include:

- Cross-allegations of peer-on-peer abuse where both pupils cannot safely be on site simultaneously;
- An allegation of serious harm by one pupil against another where the school cannot manage the risk of the accused pupil being on site during the investigation; or
- Any other safeguarding situation where temporary separation is necessary to protect others and to allow a fair investigation to take place.

## 5.2. Key distinctions from suspension

| Safeguarding Separation                           | Suspension                                                  |
|---------------------------------------------------|-------------------------------------------------------------|
| Not a disciplinary exclusion                      | A disciplinary exclusion                                    |
| Activated by safeguarding risk, not conduct       | Activated by breach of behaviour policy                     |
| Does not require the suspension procedure         | Requires full suspension procedure and written notification |
| Activates LA section 19 duty to provide education | LA duty triggered only from sixth school day of suspension  |
| Should not be used as a substitute for suspension | Must be used where conduct warrants it                      |
| Must be reviewed as quickly as possible           | Fixed period, up to 45 days per year                        |

## 5.3. When safeguarding separation may be used

Safeguarding separation may only be used where:

- The school has first considered whether its own internal resources can accommodate the pupil to allow a fair investigation — safeguarding separation should not be the first resort where the school can keep pupils safely separated on site;
- The situation comes within the scope of safeguarding concerns [as defined in the GLC Safeguarding and Child Protection Policy]; and
- The school can demonstrate it cannot safely manage the risk with the pupil on site.

Safeguarding separation must NOT be used as a mechanism to avoid the suspension procedure, as a sanction for past conduct, or where the same outcome could be achieved through suspension.

## 5.4. Process for safeguarding separation

Where a safeguarding separation is applied, the Head of School will:

- Notify parents immediately and in writing, explaining the reason for the separation and distinguishing it from a suspension;
- Notify the LA immediately — the section 19 duty is activated from the first day;
- Notify the academy DSL and continue to work with safeguarding partners during the period of separation;
- Review the separation as quickly as possible — it should last only as long as is necessary to establish the facts;
- Notify the pupil's social worker and Virtual School Head [VSH] where applicable; and
- Ensure appropriate educational provision is in place throughout the separation period.

If, following investigation, the conduct warrants a suspension or permanent exclusion, the relevant procedure should then be followed from that point. If it does not, the pupil must be reintegrated without delay.

# 6. Roles and Responsibilities

## 6.1. The Head of School

The Head of School will, immediately and without delay, provide the following in writing to the parents or carers of a suspended or permanently excluded pupil:

- The reason(s) for the suspension or permanent exclusion;
- The length of a suspension or, for a permanent exclusion, that it is permanent;
- Information about parents' right to make representations to the Governors/f Directors where there is no and how the pupil may be involved in this;
- How any representations should be made;
- Where there is a legal requirement for the Governors/Directors to meet to consider reinstatement and that parents have the right to attend, be represented [at their own expense] and bring a friend;
- The duty on parents not to allow their child to be present in a public place during school hours for the first five days of a suspension and that failure to comply may result in a fixed penalty notice or prosecution; and
- If a pupil has a social worker or is looked after — notification to the social worker and Virtual School Head [VSH] without delay.

The academy will take reasonable steps to provide appropriate work for pupils during suspension and for the first five days following a permanent exclusion. For suspensions longer than five days, the academy will arrange suitable full-time education from the sixth school day.

The Head of School will also notify the Chair of the Board and the LA of all suspensions and permanent exclusions, including the reason and duration, suspensions that would bring cumulative total to more than five school days in a term [or more than 10 lunchtimes] and any suspension that would result in a pupil missing a public examination.

For a permanent exclusion where the pupil lives outside the excluding academy's LA, the Head of School will also immediately notify the pupil's home authority.

## **6.2. The GLC Student/Pupil Discipline Panel**

Responsibilities to review permanent exclusions are delegated to the GLC Board of Directors' Student/Pupil Discipline Panel, a sub-committee comprising three members drawn from directors and governors who have had the relevant training. The Panel considers the reinstatement of excluded pupils.

## **6.3. The Local Authority**

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth school day. For safeguarding separation, the LA section 19 duty is activated from the first day. Where a child is looked after or has a social worker, the VSH may act in an advisory capacity and the social worker may serve as an advocate.

## **6.4. The Academy DSL**

Where there are ongoing safeguarding investigations, the DSL and Head of School [or member of staff directed by the Head of School] will continue to work with safeguarding partners during any period of suspension, permanent exclusion, or safeguarding separation to promote the welfare of the pupil, in accordance with statutory safeguarding guidance timescales.

# **7. Reinstatement of a Pupil**

## **7.1. Withdrawing or rescinding a suspension or exclusion**

The Head of School may cancel a suspension or exclusion that has not been reviewed by the board, including where it has not yet begun. Where this occurs, the following must be notified without delay: parents/carers; the board; the LA; and, if relevant, the social worker and VSH. The Head of School must give the reason for the cancellation and offer parents a meeting to discuss the circumstances.

Any days out of school prior to cancellation count towards the 45-day annual maximum. A permanent exclusion cannot be cancelled if a pupil has already been suspended for more than 45 days in a school year, or if cancellation would bring them to that point.

## **7.2. Mandatory and discretionary panel meetings**

The GLC Student/Pupil Discipline Panel will consider reinstatement within 15 school days of receiving notice of the exclusion where:

- The exclusion is permanent;
- A suspension would bring the pupil's total exclusion days to more than 15 in a term [including 15.5 days]; or
- The suspension would result in a pupil missing a public examination or national curriculum test.

If requested by parents, the Panel will consider reinstatement within 50 school days of receiving notice where the pupil would be suspended for more than five school days but fewer than 15 in a term.

## **7.3. Who is invited to the panel meeting**

The following parties will be invited:

- Parents/carers and [where requested] a representative or friend;
- The pupil, if appropriate to their age and understanding;
- The Head of School or their deputy;
- The pupil's social worker, if they have one; and
- The VSH, if the pupil is looked after.

## **7.4. The Panel's decision**

The Panel may either decline to reinstate the pupil or direct reinstatement immediately or on a particular date. In reaching its decision, the Panel will consider whether the exclusion was lawful, reasonable and procedurally fair; whether the Head of School followed their legal duties; and the welfare and safeguarding of the pupil and their peers. Decisions are made on the balance of probabilities.

Minutes will be taken and a record of evidence kept. The outcome will be recorded on the pupil's educational record. The Panel will notify in writing the Head of School, parents and LA without delay, with reasons. Where the exclusion is permanent, the outcome letter will include information about the right to apply for an independent review panel, the deadline for applications and the right to require appointment of a SEND expert at no cost to parents.

# **8. Independent Review Panel**

## **8.1. Right to apply**

If parents apply for an independent review panel [IRP], the GLC will arrange for an independent panel to review the decision of the GLC Student/Pupil Discipline Panel not to reinstate a permanently excluded pupil. Applications must be made within 15 school days of notice of the Panel's decision.

Meetings will be held in person as the default. The Head of School must inform parents of their right to request a remote meeting when notifying them of the exclusion. Remote meetings may only be held in extraordinary circumstances [flood, fire, infectious disease] or at the parent's request, subject to all technical conditions being met.

## **8.2. Composition of the IRP**

A panel of 3 or 5 members will be constituted from the following categories:

- A lay member to chair the panel — someone who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer;
- School governors who have served for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Heads of School; and
- Heads of School [or those who have held this position within the last 5 years].

A person may not serve on the IRP if they are a member, director, governor, or employee of the GLC or its excluding academy; have any connection with the GLC, school, parents, pupil, or the incident which might

reasonably raise doubts about impartiality; or have not received the required training within the last two years.

### **8.3. The IRP's decision**

The independent panel will decide one of:

- Uphold the discipline panel's decision;
- Recommend that the discipline panel reconsiders reinstatement; or
- Quash the discipline panel's decision and direct that they reconsider reinstatement [only where the decision is judged to be flawed].

New evidence may be presented, but the school cannot introduce new reasons for the exclusion. In deciding whether the decision was flawed, the panel must only consider evidence that was available to the discipline panel at the time, including evidence it ought reasonably to have considered. The panel's decision may be reached by majority vote; the chair has a casting vote in the event of a tie. All parties will be notified in writing without delay.

## **9. School Registers**

A pupil's name will be removed from the GLC admissions register if: 15 school days have passed since parents were notified of the discipline panel's decision not to reinstate and no IRP application has been made; or parents have stated in writing they will not apply for an IRP. Where an IRP application has been made, the governors will wait until the review has concluded before removing the pupil's name.

Where alternative provision has been arranged and the excluded pupil attends, code B [education off-site] or code D [dual registration] will be used on the attendance register. Where an excluded pupil is not attending alternative provision, code E [absent] will be used. These codes must be applied in accordance with the School Attendance [Pupil Registration] [England] Regulations 2024.

## **10. Returning from a Suspension**

Following a suspension, a reintegration meeting will be held involving the pupil, parents/carers, a member of senior staff and other staff where appropriate. All returning pupils and their parents/carers are expected to attend, but the meeting may proceed without parents in the event they cannot or do not attend.

The school will clearly explain the reintegration strategy to the pupil before or on their return, communicating that they are receiving a fresh start and are a valued member of the school community. Measures which may be implemented on return include:

- Agreeing a behaviour contract;
- Placing a pupil 'on report'; or
- Implementing a pastoral support programme with regular review.

The strategy will be regularly reviewed in collaboration with the pupil, parents/carers and other relevant parties. Reduced timetables may occur in exceptional circumstances as a short-term measure towards full integration, subject to the conditions at Section 2 [Definitions].

## **11. Monitoring Arrangements**

The GLC CEO monitors suspensions and exclusions every term and reports to the GLC Board of Directors. This policy is reviewed annually by the Board.

Every half term, the Inclusion Panel reviews:

- Instances of repeated sanctions, including suspensions;
- Interventions and agencies in place to support pupils at risk of suspension or permanent exclusion;
- Variations in detention, isolation and suspension data across year groups, schools and time; and

- The characteristics of suspended and isolated pupils and whether any groups are disproportionately represented.

Results of this analysis are used to ensure the GLC is meeting its duties under the Equality Act 2010 and the effectiveness of current policies. Outcomes are reported to governors, Heads of School and the Board of Directors.

## **12. Circumstances That May Lead to Suspension or Permanent Exclusion**

The following are examples of the types of conduct that may lead to suspension or permanent exclusion. This list is not exhaustive:

- Physical assault against a pupil or adult;
- Verbal abuse or threatening behaviour against a pupil or adult;
- Use or threat of use of an offensive weapon or prohibited item;
- Bullying [including online];
- Racist abuse;
- Abuse against sexual orientation or gender reassignment;
- Abuse relating to disability;
- Sexual misconduct or peer-on-peer abuse;
- Possession, use or supply of drugs or alcohol; and
- Persistent defiant behaviour that seriously disrupts the education of others.

## **13. Links with Other Policies**

This policy should be read in conjunction with:

- GLC Behaviour Policy [secondary] and GLC Behaviour and Relationships Policy [primary];
- GLC SEND Policy [primary and secondary versions];
- GLC Safeguarding and Child Protection Policy; and
- GLC Attendance Policy.

## **14. Off-Site Direction**

The GLC may use the power of off-site direction as prescribed under section 29A of the Education Act 2002 [as amended] and the Education [Educational Provision for Improving Behaviour] [Application to Academies and PRUs] Regulations 2026, in accordance with the DfE 2026 statutory guidance.

This power may only be used by the Head of School to require a pupil to attend an alternative provision setting for a fixed period with the explicit objective of improving that pupil's behaviour. Off-site direction will NOT be used:

- As a disciplinary sanction or punitive measure for past misconduct;
- Solely for safeguarding separation;
- Where it is not in the best interests of the pupil — this would constitute off-rolling; or

### **14.1. Process for off-site direction**

When using off-site direction, the GLC will:

- Notify parents/carers in writing [and the LA where the pupil has an EHCP] of the placement details, objectives and proposed duration, normally at least two school days before the placement begins;
- Ensure the board reviews the placement at intervals appropriate to the pupil's needs;
- Invite parents, the pupil and relevant professionals to review meetings and allow written submissions;
- Confirm the outcome of each review meeting in writing with reasons no later than the sixth school day after the meeting was held; and
- Ensure continuous educational provision throughout the direction period, with the aim of successful reintegration into the pupil's own school.

## Appendix 1 — Summary of Duties to Review the Head of School's Exclusion Decision

| Condition                                                                                  | Board duty                                                                                                           |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Permanent exclusion</b>                                                                 | Must convene within 15 school days of notification. Power to reinstate.                                              |
| <b>Suspension taking total above 15 days in a term [incl. 15.5 days]</b>                   | Must convene within 15 school days of notification. Power to reinstate.                                              |
| <b>Suspension or exclusion resulting in pupil missing a public examination</b>             | Must take reasonable steps to meet before the exam date. If not practicable, chair alone may consider reinstatement. |
| <b>Suspension of more than 5 but fewer than 16 days in a term — parent requests review</b> | Must convene within 50 school days of notification. No power to reinstate — can consider representations only.       |
| <b>Suspension of 5 days or fewer in a term — no parent request</b>                         | No obligation to convene. May consider written representations from parents but has no power to reinstate.           |

## Appendix 2 — Support to Consider Before Suspension or Permanent Exclusion

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. Under the Children and Families Act 2014, the GLC must use best endeavours to ensure appropriate SEND provision for pupils with SEN, including provision related to behaviour management. The 2026 DfE statutory guidance strengthens this duty — senior leaders must be able to demonstrate clearly what has been done and what more could be done.

Before considering suspension or exclusion for pupils with SEND or an EHCP, the school should:

- Intervene early to identify and address underlying causes of disruptive behaviour linked to the pupil's specific needs — for example, assessing whether behaviour may be a communication difficulty;
- Engage proactively with parents to determine how needs can be better met;
- Assess the suitability of the provision for the pupil's SEND;
- For pupils with EHCPs: work with parents, social workers, foster carers and the LA to find additional support or seek an alternative placement;
- For pupils without EHCPs: consider requesting an EHC assessment;
- Consider additional support from external professionals [CAMHS, educational psychology, Olive Academy outreach, or other agencies];
- Consider whether an early, interim or emergency annual review of the EHCP would be helpful, with Thurrock SEND caseworkers invited; and
- Document all intervention attempts and progress made.

All standard legal requirements for suspension and permanent exclusion apply equally to pupils with SEND. The SEND status of a pupil does not prevent exclusion where the conduct warrants it and all reasonable adjustments have been considered and made.