



Suspension and Permanent Exclusion Policy

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To be read alongside all relevant BOA Digital Technologies Academy policies and procedures including the Behaviour Policy and DfE (2024) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’

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Statement of intent

At BOA Digital Technologies Academy, we believe that, in order to facilitate teaching and learning to the highest standard, acceptable Relationships For Learning and behaviour must be taught, demonstrated and held accountable in all aspects of academy life.

The Academy is committed to maintaining a safe, calm and purposeful environment in which students can learn, staff can teach and all members of the community are treated with dignity and respect.

Suspension and permanent exclusion are serious sanctions. They will only be used where necessary, reasonable and proportionate, and in line with statutory guidance. The Academy will always seek to prevent exclusion where possible through early identification, pastoral support, restorative practice, reasonable adjustments, behaviour intervention and collaboration with parents/carers and external agencies.

There may, however, be circumstances where a suspension is required to provide a clear signal that behaviour is unacceptable, or where a permanent exclusion is required because there has been a serious breach or persistent breaches of the Behaviour Policy and allowing the student to remain in the Academy would seriously harm the education, welfare or safety of the student, other students or staff.

The Academy is committed to:

- Promoting high standards of behaviour through the Academy rules: **Ready, Respectful and Safe**
- Using **restorative practice** to repair relationships and support reintegration where appropriate
- Considering each student's individual needs, including SEND, SEMH, safeguarding and contextual factors
- Ensuring suspension and permanent exclusion processes are **fair, transparent, evidenced and recorded**
- Working with families and relevant professionals to secure appropriate education and support
- Reducing the likelihood of repeat suspensions through purposeful intervention, monitoring and review

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The Academy acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, safeguarding concerns, trauma or other vulnerabilities. Where this is identified, the Academy will respond through an individualised graduated response while continuing to maintain high expectations of behaviour and safety.

Our Approach

Positive relationships are at the heart of all we do at BOA Digital. We have a strong sense of community. In all communities there can and will be times when students struggle to regulate emotion, make poor choices or experience conflict.

Our restorative approach recognises the need and purpose behind misbehaviour, as well as focusing on repairing relationships through a collaborative approach wherever possible. Suspension and permanent exclusion sit within this wider behaviour curriculum and staged

response. They are not used in isolation from support, but may be necessary where behaviour seriously undermines safety, learning or welfare.

Restorative practices in action: The four 'Rs'

- **Respect:** Listening to others' opinions and valuing them
- **Responsibility:** Taking responsibility for your own actions
- **Repair:** Engaging in conversations to understand the impact of our actions on ourselves and others and building a positive relationship to move forward
- **Reintegration:** Working through a process that solves the problem but allows students to remain included and involved in mainstream education where appropriate

BOA Digital will:

- Provide a safe and positive learning environment to enable all students to achieve their full potential.
- Establish a positive ethos and culture to ensure that all students can thrive in our academy community.
- Promote consistency when managing behaviour, including decisions relating to suspension and permanent exclusion.
- Support students to self-regulate and manage their own behaviour in lessons and around the Academy site.
- Investigate reasons behind persistent negative behaviour and refer to appropriate intervention.

1. Legal framework

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

- Education Act 2002
- Education and Inspections Act 2006
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Equality Act 2010
- Children and Families Act 2014
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Behaviour in Schools' guidance
- DfE (2025) 'Keeping children safe in education 2025'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools' guidance

This policy operates in conjunction with the following Academy policies:

- Relationships for Learning Policy (Behaviour Policy)
- Child Protection and Safeguarding Policy
- SEND Policy
- Anti-bullying Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The Governing Board will have overall responsibility for:

- Ensuring the Academy has a clear and compliant Suspension and Permanent Exclusion Policy.
- Ensuring the policy is implemented fairly and without discrimination.
- Convening a Governor Discipline Committee where statutory thresholds require this.
- Considering whether to reinstate a suspended or permanently excluded student in line with statutory guidance.
- Ensuring governors involved in decisions are impartial and have not had prior involvement which would compromise fairness.
- Ensuring clear minutes and decision records are maintained.

The Principal will be responsible for:

- Making decisions to suspend or permanently exclude students. Only the Principal, or acting Principal, has the authority to suspend or permanently exclude.
- Ensuring investigations are fair, proportionate and appropriately recorded.
- Considering relevant evidence, including the student's account, staff statements, student statements, CCTV where available and any relevant contextual information.
- Considering SEND, SEMH, safeguarding, contextual factors and equality duties before deciding whether suspension or permanent exclusion is appropriate, while recognising that these factors do not prevent the school from taking proportionate disciplinary action where behaviour places the safety, learning or wellbeing of others at risk.
- Ensuring all statutory notifications are completed without delay.
- Ensuring work is set for the first five school days of a suspension or permanent exclusion and that education arrangements are considered in line with statutory requirements.
- Reporting suspensions and permanent exclusions to governors and the Local Authority as required.

The Senior Leadership Team will be responsible for:

- Supporting the implementation of this policy and the Behaviour Policy.
- Supporting investigation processes where required.
- Ensuring appropriate pastoral and behaviour interventions are considered before escalation, where appropriate.
- Overseeing reintegration following suspension and ensuring agreed support is implemented.
- Monitoring behaviour records, suspension data and patterns that may indicate further support is required.

The Pastoral Team will be responsible for:

- Being proactive in promoting and maintaining high standards of behaviour.
- Supporting investigations by gathering statements, records and relevant chronology information.
- Communicating with parents/carers where appropriate and supporting students following incidents.
- Ensuring behaviour records are accurate and up to date.

- Supporting reintegration meetings, behaviour contracts, reports, restorative work and intervention planning.
- Liaising with external agencies and the safeguarding team where required.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying the Behaviour Policy consistently and fairly.
- Recording behaviour incidents accurately on the Academy's behaviour management system.
- Providing clear factual accounts where they have witnessed or been involved in an incident.
- Supporting students in understanding and meeting Academy expectations.
- Being aware of the needs, outcomes sought and support provided to any students with specific behavioural needs.

Parents/carers will be responsible for:

- Supporting and upholding the Academy's Behaviour Policy, values and expectations.
- Working proactively in partnership with the Academy to promote positive behaviour, good attendance, punctuality and engagement with learning.
- Taking reasonable steps to ensure their child completes all work set during the first five school days of a suspension or permanent exclusion and engages appropriately with any alternative provision provided.
- Ensuring their child is not present in a public place during school hours on specified days of suspension or permanent exclusion, unless there is a reasonable justification, in accordance with statutory responsibilities.
- Attending and engaging constructively with reintegration meetings, behaviour support processes, pastoral interventions and statutory procedures where required.
- Supporting the Academy in addressing concerns relating to behaviour, safeguarding, attendance and conduct in a timely and collaborative manner.
- Ensuring the Academy is informed promptly of any external circumstances which may impact upon their child's behaviour, wellbeing or safety.
- Reinforcing the Academy's expectations at home and encouraging their child to take responsibility for their behaviour and actions.

3. Definitions

For the purposes of this policy, the Academy will define a suspension as a fixed period during which a student is not permitted to attend the Academy as a result of a breach of the Behaviour Policy. A suspension may be for part of a day, one day or multiple days, but must not exceed the statutory maximum of 45 school days in any academic year.

For the purposes of this policy, the Academy will define permanent exclusion as a decision made by the Principal that a student should no longer attend BOA Digital Technologies Academy unless reinstated through the statutory process.

A decision to permanently exclude a student will only be taken:

- In response to a serious breach or persistent breaches of the Academy Behaviour Policy; and
- where allowing the student to remain in the Academy would seriously harm the education or welfare of the student, other students or staff in the Academy.

For the purposes of this policy, serious unacceptable behaviour may include, but is not limited to:

- Physical assault or attempted physical assault against a student or member of staff
- Fighting, aggression or behaviour that places others at risk of harm
- Serious verbal abuse, threatening behaviour or intimidation
- Bullying, discriminatory behaviour, harassment or child-on-child abuse
- Possession or use of prohibited items, illegal substances, vapes, alcohol or weapons
- Persistent disruption, refusal to follow reasonable instructions or refusal to comply with sanctions
- Behaviour that seriously inhibits the learning of others
- Behaviour that presents a safeguarding risk or serious danger to oneself or others
- Behaviour outside of school premises that meets the threshold within the Behaviour Policy

Low-level unacceptable behaviour may escalate to serious unacceptable behaviour depending on the severity, frequency, pattern, impact or persistence of the behaviour displayed.

4. Considering a suspension or permanent exclusion

Before considering suspension or permanent exclusion, the Academy will consider the incident, the student's behaviour history, previous interventions, relevant vulnerabilities and the level of risk to safety, welfare and learning.

A suspension may be used to provide a clear signal of what is unacceptable behaviour and to show a student that their current behaviour may be putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence, the Academy will consider whether suspension alone is effective and whether additional strategies are required.

In most cases, a range of alternative strategies will have been considered before permanent exclusion. These may include, but are not limited to:

- Restorative conversations and mediation
- Parent/carer meetings
- Behaviour reports and behaviour stages
- Pastoral intervention and mentoring
- Internal Reflection or other internal sanctions
- Behaviour contracts or stay away agreements
- SEND review or reasonable adjustments where appropriate
- Safeguarding or Early Help referral where relevant
- External agency involvement
- Off-site direction or managed move where appropriate

Where a one-off incident of sufficient seriousness has taken place, permanent exclusion may be considered even if the student has not previously reached the highest stage of the Academy behaviour process.

Where suspension or permanent exclusion is not considered appropriate, the Academy may consider other strategies, including a governor warning meeting, behaviour contract, off-site support or further intervention.

In some circumstances, a suspension may be issued initially to allow the Academy to investigate a serious incident, gather evidence and consider all relevant information. Following this process, and where appropriate, the suspension may subsequently lead to a decision to permanently exclude if the Academy determines that permanent exclusion is lawful, reasonable and proportionate.

5. Investigation and evidence gathering

In the event of a serious incident, the Academy will seek to establish the facts as far as is reasonable before a decision is made. This will include gathering appropriate evidence, which may include:

- The student's account of events
- Written student statements
- Written staff statements
- CCTV where available and relevant
- Behaviour records and previous incident history
- Attendance, punctuality and pastoral information where relevant
- SEND, safeguarding or contextual information where relevant

The student will be given an opportunity to explain their behaviour or actions in a manner appropriate to their age, understanding and needs. Where possible, the student will be encouraged to provide a written statement and offered the opportunity to sign and date this as a record of their account.

Where the nature of an incident is serious, the Academy will aim to ensure that at least two members of staff are involved in gathering accounts or meeting with the student, where practicable.

The Academy will make decisions on the balance of probabilities, having considered the evidence available at the time. The process is not a criminal investigation and does not require the criminal standard of proof.

Where the incident may also require safeguarding action, the Designated Safeguarding Lead or appropriate member of the safeguarding team will be informed and safeguarding procedures will be followed.

6. The decision to suspend or permanently exclude

The Principal alone, or the acting Principal if the Principal is absent, has the power to suspend or permanently exclude a student.

Before deciding to suspend or permanently exclude, the Principal will consider:

- Whether the behaviour constitutes a breach of the Behaviour Policy
- The seriousness of the incident and any risk posed
- The evidence available and the student's account
- The student's behaviour record and previous interventions, where relevant
- Any SEND, SEMH, safeguarding, equality or contextual factors
- Whether reasonable adjustments or additional support have been considered where appropriate
- Whether allowing the student to remain in the Academy would seriously harm the education or welfare of the Academy community.

The Principal may suspend a student for up to 45 school days in any academic year. Any exclusion beyond this must be permanent.

All incidents where a student is sent home due to behaviour will be recorded as a suspension, even where this has been discussed or agreed with a parent/carer. If a suspension is for part of a day, including lunchtime, it will be recorded as a half-day suspension.

The Academy will take account of its legal duty of care when sending a student home following suspension or permanent exclusion.

During the first five school days of a suspension or permanent exclusion, the Academy will take reasonable steps to set and mark work.

7. Cancelling a suspension or permanent exclusion

The Principal may cancel a suspension or permanent exclusion that has not yet been considered by the Governor Discipline Committee. This may happen where new evidence comes to light, a procedural issue is identified, further professional advice is received, or the Principal determines that the suspension or permanent exclusion is no longer appropriate.

Where a suspension or permanent exclusion is cancelled, the Academy will notify parents/carers, the Governing Board, the Local Authority and, where relevant, the student's social worker and/or Virtual School Head without delay. The notification will include the reason for the cancellation.

Parents/carers will be offered the opportunity to meet with the Principal, or an appropriate senior leader, to discuss the circumstances that led to the cancellation. Where a student returns to the Academy following a cancellation, the Academy will consider whether a reintegration meeting, restorative work, additional support or reasonable adjustments are required.

Where a suspension has been cancelled, any days already spent out of school as a result of the suspension will count towards the statutory maximum of 45 school days in an academic year. A permanent exclusion cannot be cancelled if doing so would result in the student having been excluded for more than 45 school days in the academic year.

8. Duty to inform

Whenever the Principal suspends or permanently excludes a student, relevant parties must be notified without delay of the period of suspension or permanent exclusion and the reason(s) for it.

This will include:

- Parents/carers, including all parents/carers where they live at different addresses and this is known to the Academy
- The Local Authority where applicable
- The student's home Local Authority, where different from the Academy's Local Authority
- The student's social worker, where applicable
- The Virtual School Head, where the student is looked after or previously looked after, where applicable

- The Governing Board / Clerk to Governors where required

The written notification will include:

- The reason(s) for the suspension or permanent exclusion
- The period of suspension, or confirmation that the exclusion is permanent
- Parents'/carers' right to make representations to the Governing Board and how the student may be involved
- How representations should be made
- Where there is a legal requirement for the Governing Board to consider the suspension or permanent exclusion, the right to attend a meeting, be represented at that meeting and bring a friend
- The right of social workers and Virtual School Heads to make representations where applicable
- The days on which parents/carers must ensure the student is not present in a public place during school hours
- Education arrangements during the suspension or permanent exclusion
- Sources of free and impartial advice

Where a suspended or permanently excluded student is of compulsory school age, parents/carers must ensure that the student is not present in a public place during school hours on the first five school days of the suspension or permanent exclusion, unless there is reasonable justification.

Where a student is suspended again following an original suspension, or is subsequently permanently excluded, the Principal will inform all relevant parties without delay and issue a new notice.

Failure to provide notification by the required time does not remove the duty to provide notice. A notice is not invalid solely because it has not been given by the required time.

9. Informing parents/carers

Although written notification must not be delayed, the Academy will seek to notify parents/carers by telephone or in person in the first instance wherever possible. This allows parents/carers to ask initial questions and understand the next steps.

When communicating with parents/carers, the Academy will consider how to make communication accessible and clear, including whether parents/carers may have particular communication needs relating to disability, English as an additional language or the need for an interpreter.

Suspension and permanent exclusion letters will provide sufficient detail about the reason for the decision, education arrangements, the right to make representations and the relevant sources of free and impartial advice.

10. Education during suspension or permanent exclusion

During the first five school days of a suspension or permanent exclusion, BOA Digital Technologies Academy will take reasonable steps to set work and provide feedback or

marking where completed work is returned to the Academy. Parents/carers are expected to support the completion and timely return of this work.

For a suspension of more than five school days, the Academy will arrange suitable full-time education from the sixth school day. Where consecutive suspensions total more than five school days, this duty applies from the sixth consecutive school day.

For permanent exclusions, the Local Authority must arrange suitable full-time education for the student from the sixth school day after the first day the permanent exclusion took place. The Academy will notify the Local Authority without delay and cooperate with arrangements for education from day six.

Where a student is looked after, the Academy will work with the Virtual School Head and relevant professionals to support immediate suitable education and ensure this is reflected in the student's Personal Education Plan where appropriate.

Where a student has an EHCP, the Local Authority may need to review the plan or reassess the student's needs in consultation with parents/carers, with a view to identifying appropriate provision.

Provision does not have to be arranged by either the Academy or the Local Authority for a student in the final year of compulsory education who does not have any further public examinations to sit.

11. Reintegration following suspension

Following suspension, the Academy will usually arrange a reintegration meeting or reintegration conversation with the student and parent/carer before the student returns to normal lessons. The purpose of reintegration is to support a successful return, clarify expectations, identify barriers and reduce the likelihood of further incidents.

A reintegration process is not a further sanction and should not be used as a barrier to a student returning to education. Where a meeting cannot take place before the student's return, the Academy will make reasonable arrangements for the student to return safely and will complete the reintegration process at the earliest appropriate opportunity.

Failure to engage with reintegration processes may limit the Academy's ability to provide effective support and reduce the risk of repeated behavioural incidents. In such circumstances, the Academy may consider additional supervision, intervention or modified arrangements to support the safety, wellbeing and learning of the wider school community.

A reintegration meeting may include:

- Reviewing the incident and the reason for suspension
- Allowing the student to reflect and take responsibility where appropriate
- Agreeing expectations linked to Ready, Respectful and Safe
- Identifying triggers, barriers, peer issues, curriculum concerns or safeguarding/contextual factors that may affect successful reintegration
- Identifying support required for successful reintegration, including SEND, SEMH, pastoral or reasonable adjustment considerations
- Agreeing any report, behaviour contract, restorative work, stay away agreement or targeted intervention
- Confirming communication arrangements with home and key staff
- Confirming next steps if further breaches occur

Where appropriate, restorative conversations may be used to repair relationships and support the student's return to learning. The Academy will not use reintegration meetings to re-investigate the suspension decision unless new information has come to light.

12. Governor Discipline Committee

Where statutory thresholds are met, a Governor Discipline Committee will be convened to consider whether to reinstate the student. Any meeting where parents/carers are entitled to attend will be convened by at least three governors.

The Governor Discipline Committee must consider reinstatement where:

- The exclusion is permanent
- A suspension would bring the student's total number of school days of suspension to more than 15 in a term
- The suspension or permanent exclusion would result in the student missing a public examination or national curriculum test

Where parents/carers make representations about a suspension which brings the student's total number of suspension days to more than 5 but fewer than 16 in a term, the Governing Board must consider the representations but does not have the power to direct reinstatement unless the statutory threshold for a meeting is met.

The Governor Discipline Committee will consider the Principal's decision, the evidence available, the Academy's policies, statutory guidance, the student's circumstances and any representations made by parents/carers, the student, social worker or Virtual School Head where applicable.

Where a student is permanently excluded, the student will only be removed from roll once the deadline for requesting an Independent Review Panel has passed, or once the Independent Review Panel process, including any reconsideration, has concluded.

Where a governor has been involved in a warning meeting or has prior involvement which could compromise impartiality, that governor should not sit on a future panel for that student.

13. Independent Review Panel

Following a permanent exclusion, if the Governor Discipline Committee upholds the decision not to reinstate the student, parents/carers have the right to request an Independent Review Panel.

A request for an Independent Review Panel must be made within the statutory timeframe, usually 15 school days from the date on which parents/carers are given notice of the Governor Discipline Committee's decision.

The Independent Review Panel is independent of the Academy and will review the decision of the Governor Discipline Committee. In reviewing the decision, the panel will consider the interests and circumstances of the permanently excluded student, including the circumstances in which the student was excluded, and the interests of other students and people working at the Academy.

The Independent Review Panel may:

- Uphold the decision

- Recommend that the Governing Board reconsiders its decision
- Quash the decision and direct the Governing Board to reconsider the decision

The Independent Review Panel cannot directly reinstate a student. Where reconsideration is recommended or directed, the Governor Discipline Committee must reconvene within the required timescale and reconsider whether the student should be reinstated.

Parents/carers may request that a SEND expert attends the Independent Review Panel, regardless of whether the Academy recognises that the student has SEND.

New supporting evidence may be presented to the Independent Review Panel, but the Academy may not introduce new reasons for the permanent exclusion.

14. SEND, SEMH and vulnerable students

BOA Digital Technologies Academy is fully aware of its legal duties in relation to students with SEND, SEMH needs and other vulnerabilities. The Academy will have regard to the SEND Code of Practice, Equality Act 2010 and statutory exclusion guidance when considering suspension or permanent exclusion.

The Academy will consider whether behaviour may be linked to a student's SEND, SEMH need, trauma, safeguarding concern or other vulnerability. Where appropriate, reasonable adjustments will be considered and implemented. However, it does not automatically follow that every incident of unacceptable behaviour is caused by SEND or another identified need.

For vulnerable students, including those with an EHCP, looked after children, previously looked after children, students with a social worker or students open to safeguarding processes, the Academy will consider whether additional review, multi-agency discussion or support planning is required before a decision to permanently exclude is taken, unless the incident is so serious that immediate action is necessary.

Where a student is looked after, the Academy will work with the Virtual School Head and social worker to consider the student's background, circumstances, Personal Education Plan and any support required.

15. Complaints and representations

Concerns about a suspension or permanent exclusion decision should be raised through the statutory representations process outlined in the decision letter. Matters relating directly to the decision to suspend or permanently exclude, the evidence relied upon or the fairness of the decision will be considered by the Governing Board and, where applicable, an Independent Review Panel.

The Academy Complaints Policy cannot be used to overturn a suspension or permanent exclusion decision. However, complaints about matters separate from the exclusion decision may be considered under the Complaints Policy where appropriate.

16. Monitoring and review

The Academy will monitor suspensions and permanent exclusions to identify patterns, trends and disproportionality. This will include analysis by year group, gender, SEND, disadvantaged status, ethnicity, looked after status, social worker involvement and other relevant indicators.

The Principal and Senior Leadership Team will review suspension and permanent exclusion data to consider whether interventions, staff training, behaviour curriculum or wider Academy systems require further development. This will include consideration of repeated suspensions, total days lost, reasons for suspension, location and timing of incidents, behaviour stage data, Internal Reflection data, off-site direction, managed moves and the impact of intervention.

The Governing Board will receive regular information about suspension and permanent exclusion patterns. This will enable governors to challenge and support leaders in ensuring that the policy is applied lawfully, consistently and proportionately, and that the Academy is taking appropriate action to reduce the risk of unnecessary repeat suspensions or permanent exclusions.

Where monitoring identifies a pattern of concern, including potential disproportionality or repeat incidents involving particular groups, year groups, times, locations or behaviour types, the Academy will identify actions, review the impact of these actions and report progress through appropriate leadership and governance structures.

This policy will be reviewed annually or sooner where statutory guidance changes.

Appendix A: Parent and carer guidance

When a student is suspended or permanently excluded, the Academy must follow the DfE suspension and permanent exclusion guidance. The following information is intended to support parents/carers in understanding the process.

Q: My child has been suspended. What does this mean?

A: The Principal, or acting Principal, has decided that your child must not attend the Academy for a fixed period because of a breach of the Academy Behaviour Policy. Your child remains on roll at BOA Digital and will return after the suspension period has ended, usually following a reintegration meeting.

Q: I disagree with the suspension. What can I do?

A: The suspension letter explains how you can make representations to the Governing Board. What happens next depends on the total number of suspension days your child has received during the term and whether the suspension means they will miss a public examination or national curriculum test.

Q: My child has been permanently excluded. What does this mean?

A: Permanent exclusion means the Principal has decided that your child should not return to BOA Digital Technologies Academy unless the Governor Discipline Committee reinstates them. This can happen following a serious one-off incident or persistent breaches of the Behaviour Policy where allowing the student to remain would seriously harm education or welfare.

Q: What happens about my child's education now?

A: If your child is suspended, the Academy will provide or direct work during the suspension. If your child has been permanently excluded, the Academy will provide work for the first five school days. From the sixth school day, the Local Authority is responsible for arranging suitable full-time education.

Q: What is the purpose of the Governor Discipline Committee meeting?

A: The meeting considers the Principal's decision to suspend or permanently exclude. Governors will review the evidence, statutory guidance, the Academy's policies, and

representations from parents/carers, the student and relevant professionals. The Committee will decide whether the student should be reinstated where it has the power to do so.

Q: Can my child attend the meeting?

A: Students are encouraged to participate where appropriate so that their views can be heard. Parents/carers can also attend, be represented at their own expense and bring a friend or supporter.

Q: Who else may attend the meeting?

A: The Principal will usually attend where possible and may be supported by another senior member of staff or the SENCO where appropriate. The clerk will attend to advise on process and take notes. Where applicable, the student’s social worker and/or Virtual School Head must be invited.

Q: What happens if the permanent exclusion is upheld?

A: If governors uphold a permanent exclusion, parents/carers can request an Independent Review Panel within the statutory timeframe. The decision letter from governors will explain how to do this.

Q: Can I make a disability discrimination claim?

A: If you believe the exclusion relates to disability discrimination, you may raise this with the Governor Discipline Committee and may also have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability).

Q: Where can I get independent advice?

A: The suspension or permanent exclusion letter will include sources of free and impartial advice, including SENDIAS, Coram Child Law Advice, ACE Education and IPSEA.

Appendix B: Governor consideration requirements

The following table summarises when governors must consider suspension or permanent exclusion decisions.

Circumstance	Governor duty	Timescale
Permanent exclusion	Must convene a Governor Discipline Committee to consider reinstatement	Within 15 school days of receiving notice
Suspension taking total above 15 school days in a term	Must convene a Governor Discipline Committee to consider reinstatement	Within 15 school days of receiving notice
Suspension or permanent exclusion that causes the student to miss a public examination or national curriculum test	Must take reasonable steps to meet before the examination/test	As soon as reasonably practicable
Suspension taking total above 5 but fewer than 16 school days in a term, where parents/carers make representations	Must consider representations and may convene a meeting	Within 50 school days of receiving notice
Suspension of 5 school days or fewer in a term	Must consider written representations if made, but cannot direct reinstatement	No meeting required

Where a permanent exclusion has been upheld and an Independent Review Panel recommends or directs reconsideration, the Governor Discipline Committee must reconvene within the required statutory timescale.

Appendix C: Governance monitoring prompts

The following prompts may be used by governors and senior leaders when reviewing suspension and permanent exclusion patterns. They are intended to support strategic oversight and are not intended to replace statutory decision-making in individual cases.

- Are suspensions or permanent exclusions increasing, decreasing or remaining stable over time?
- Are particular year groups, student groups, subjects, times of day or locations overrepresented?
- Are students with SEND, disadvantaged students, looked after children or students with a social worker proportionately represented in suspension data?
- How many students receive repeat suspensions, and what further intervention is being used before escalation?
- Are suspensions being used alongside meaningful reintegration, restorative work and support planning?
- What evidence shows that behaviour stages, Internal Reflection, off-site direction, managed moves or external agency input are reducing the risk of permanent exclusion?
- Are there any patterns that indicate a need for further staff training, behaviour curriculum development, curriculum review, pastoral intervention or safeguarding response?
- Are parents/carers being communicated with clearly and promptly when suspension or permanent exclusion is being considered or issued?