

## Suspensions & Exclusions Policy 2025-2026

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Approved by:	
Last review: September 2025	Next review: September 2026

## **Behaviour Principles**

Dorset Studio School seeks to create a learning environment that will unlock the potential of all our students. It works tirelessly to ensure the culture and climate reflect its values of inclusivity, where members of the community treat each other with respect, kindness, tolerance and empathy.

A key principle of our behavioural expectations means that everyone has the right to be safe, learn and thrive. To achieve this, the school believes that good behaviour and discipline are essential to all that all students have the opportunity to access our specialist land based education with disruption to their learning.

The school takes account of the Equality Act and our duty not to discriminate against students for any reasons. In addition, the school takes into account our statutory duties in relation to Special Educational Needs and Disabilities and makes reasonable adjustments to the school's best endeavours.

Amongst disciplinary sanctions, the school recognises that off-site direction, managed moves, alternative provision, fixed term suspensions and permanent exclusions are necessary behaviour management tools.

## **Aims of the policy**

The aims of this policy are to:

- Ensure that all suspensions and permanent exclusions are carried out lawfully
- Ensure that all suspensions and permanent exclusions are applied fairly and consistently
- Help governors, staff, parent(s)/carer(s)/families to understand the exclusions process
- For governors to appropriately discharge its duties concerning the reinstatement of excluded students

## **Links to legislation and other policies**

This policy is based on the statutory guidance from the Department of Education:

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - DfE, August 2024

It is also based on the following legislation which outlines the power of the school to exclude students:

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

- The Education and Inspections Act 2006
- The Education Act 1996
- 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
- The Equality Act 2010
- The Children and Families Act 2014

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

- Arranging education for children who cannot attend school because of health needs - DfE, 2023
- Behaviour in Schools - Advice for Headteachers and school staff - DfE, February 2024
- Keeping Children Safe in Education - DfE, 2024 (July 2025) (for information)
- Mental Health and Behaviour in schools - DfE, March 2018
- Special Educational Needs and Disability Code of Practice: 0-25 years - DfE 2015
- Working Together to improve school attendance - DfE, August, 2024
- Summary of responsibilities where a mental health issue is affecting attendance - DfE 2023

### **Links to School Policies and Plans**

- Behaviour & Rewards Policy (2025-2026)
- Teaching & Learning Policy (2025-2026)
- Special Educational Needs & Disability Policy (2025/2026)
- SEND Information Report (2025/2026)
- Accessibility Plan

### **Consider, Consult and Decide**

When considering whether to suspend a student, the Principal or Vice-Principal/Senior Leader in Charge will consider appropriate alternatives, take into account any contributing factors, take into account any safeguarding concerns/risks, take into whether the student is especially vulnerable such as a looked after child, consider early intervention to address any underlying causes of the misbehaviour and the effect on the rest of the community should student stay on school premises.

### **Preventative measures to suspension and permanent exclusion**

The school utilises a graduated response of a 'plan-do-review-evaluate' cyclical process to manage and improve the behaviour of a student who persistently misbehaves. The school's response will trigger a personalised range of interventions from the strategies and resources that can be efficiently drawn from.

The 'ladder of support and consequences' illustrated in the section on 'persistent misbehaviour and consequences' provides details of our response to preventing an escalation in misbehaviour. The school firmly believes that the balance of personalised guidance, support weighed against the consequences of persistent misbehaviour is fair, proportionate and reasonable.

The following details provide some context of how this approach might operate. The ladder of support and consequences has five stages which ultimately lead to a permanent exclusion if the student is unable to consistently demonstrate that their behaviour is improving.

(i) Use of a traffic report in order to monitor behaviour for a maximum period of fifteen school days.

(ii) Place the student in another class in a different year group for a fixed period of time.

(iii) Use Internal Exclusion as means of resetting the behaviour of a student by directing them to an alternative, internal school site for a fixed period of time

(iv) Select from a limited range of interventions that are personalised to the needs of the student. Such behaviour interventions may be short-term i.e. up to fifteen school days, medium term i.e. up to six thirty school days or long term i.e. up to fourteen school weeks.

(v) Place the student on a detailed Behaviour Support Plan (BSP) pathway which is highly personalised to the needs of the student and is likely to contain several interventions, including a regular progress reviews with parent(s)/carer(s)/family/

(vi) Under the power to discipline, the school may arrange off-site provision for a limited time in an attempt to improve a student's behaviour. This may happen where interventions or targeted support have not been successful in improving a student's behaviour. During the off-site direction to another school, a pupil must be recorded in the attendance register using code D

(vii) Initiate the process of a Managed Move which leads to the transfer of the pupil at risk of permanent exclusion to another mainstream school permanently. This will only occur when it is in the pupil's best interests because there is significant and material evidence of their failure to thrive at the school.

### **The decision to suspend**

There are a number of circumstances where a student may be required to leave the school site with the authorisation of the Principal:

- Where the decision has been made to suspend
- Where a student has committed serious criminal offence inside or outside of school and it is determined by the Principal that it is in the best interest of the school community to educate the student off-site.
- If the student has been given permission by the Principal to leave the premises to remedy a breach of the rules on uniform and/or appearance. This should be for no longer than necessary.
- Where there is good reason to believe that a student is carrying an item which is not allowed on site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance, the student can be refused entry. This is not a

suspension in the first instance but is classed an unauthorised absence. A suspension may follow after a full investigation.

- Where, for medical reasons, the presence of the student represents a serious risk to the health and safety of others

Examples of red line behaviours that may lead to a suspension include:

- Actual or threatened violence against another student or a member of staff
- Bullying, including cyber bullying
- Carrying, using or supplying an illegal substance
- Carrying a weapon or banned item. A weapon is defined as an object made or adapted to cause injury
- Indecent behaviour
- Misuse of illegal substances or other substances, including vapes
- Persistent disruptive behaviour outlined the the school's Behaviour & Rewards policy
- Sexual abuse or sexual assault
- Verbal abuse of other students
- Verbal abuse of staff

This is not an exhaustive list and there may be other examples of behaviour where the Principal or Vice Principal/Senior Leader in Charge judges that as suspension is an appropriate sanction.

The decision to suspend is not taken lightly and the Principal or Vice Principal/Senior Leader in Charge will:

- Ensure that an investigation is carried out
- Consider all the evidence available to support allegations
- Consult other relevant people if necessary
- Ensure appropriate and reasonable adjustments were made, if appropriate
- Give the student the opportunity to be heard

Having considered these matters the Principal or Vice Principal will make a decision based on the balance of probabilities, having regard for the current guidance from the Department of Education.

If any suspension is related to a safeguarding matter, including child-to-child abuse, The Designated Safeguarding Lead (or deputy) should make an immediate risk and needs assessment. In cases of sexual harassment, the need to assess risk should be made on a case-by-case basis.

### **Suspension length**

The school understands that a suspension could have a longer term educational impact on the student involved. A fixed term suspension is always reasonable and proportionate, it will also reflect the persistent nature of evident misbehaviour and its detrimental effect on the rights of other students to learn without disruption.

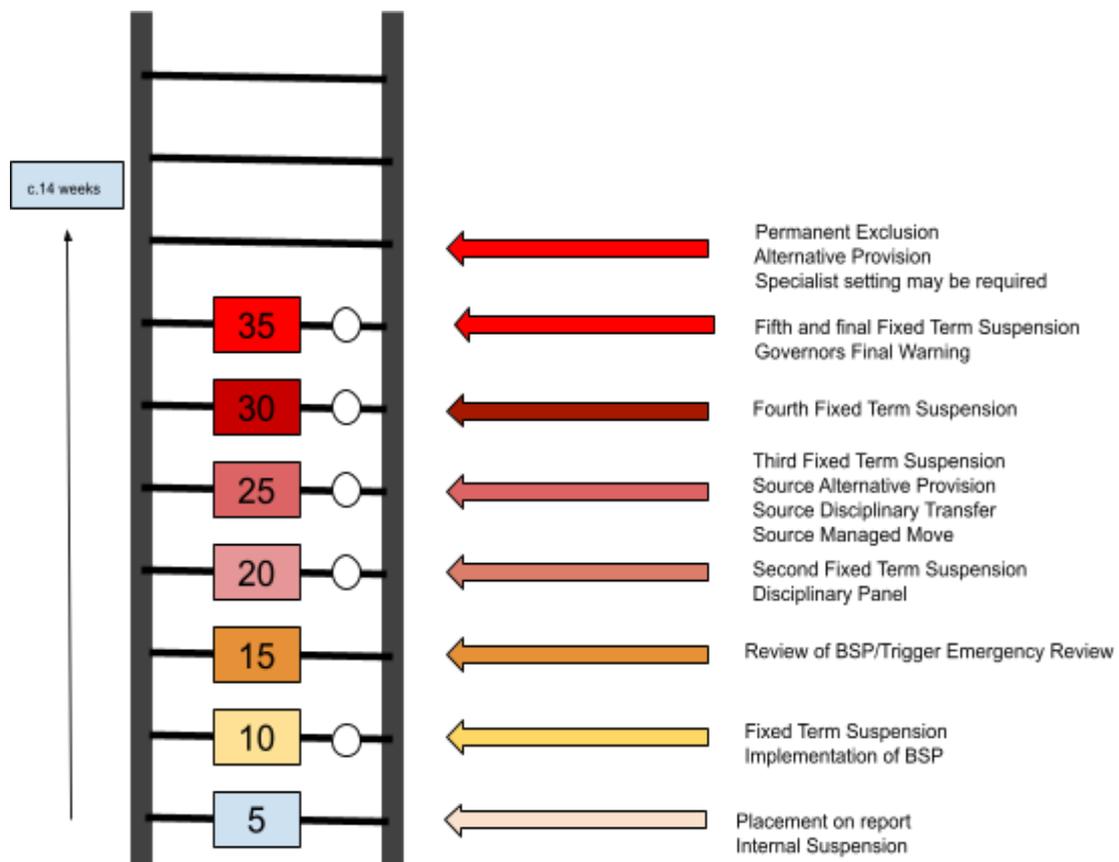
- If a student is suspended between a half day and five days, work will be made available online using routine platforms such as SENECA.
- If a student is suspended longer than five days, the school will arrange suitable alternative provision from the sixth day.
- During the first five days of any fixed term suspension, the parent(s)/carer(s)/family must ensure their child is not present in a public place during normal school hours without reasonable justification whether with or without a parent/carer/member of the family.
- The Principal may suspend a student for one or more fixed periods which do not exceed a total of forty five school days.

### **Persistent misbehaviour and consequences**

All students have the right to learn, whilst teachers and other adults want to teach. Students cannot thrive if their opportunities to learn are persistently disrupted. Equally, the student disrupting learning is failing to thrive in our community. Education is precious and time is limited, so the school will not allow a cycle of 'rinse and repeat' behaviour(s) to carry on.

Some students will require support to turn their behaviour around, and examples of strategies and interventions we employ can be found in our graduated response to improving behaviour -**see Behaviour & Rewards Policy**

To be effective, alongside parent(s)/carer(s)/family those students at potential risk of permanent exclusion need to understand the simple model of the 'ladder of consequences'. This model shows how persistent misbehaviour by being frequently sent to reflection is likely to lead to serious consequences.



Whilst permanent exclusion is an extremely rare sanction, it may be used when:

- There have been serious breaches to the school's Behaviour & Rewards Policy. It is an acknowledgement that a range of strategies and sanctions have failed to ameliorate the behaviour of a student and this is a last resort.
- If allowing the student to remain at school would seriously harm the education or welfare of that student or others at Dorset Studio School. This is a likely response when there has been a 'one-off' offence that might include:
  - Carrying an offensive weapon
  - Possession of an illegal substance and/or supplying an illegal substance

It should be noted that the school has a zero tolerance approach to any student who brings a weapon onto site and/or supplies an illegal substance or banned item. In these cases, the student will be permanently excluded.

- Serious bullying, including cyber-bullying
- Sexual abuse or assault
- Serious actual violence or threatened violence against another student or member of staff

This is not an exhaustive list and there may be other examples of behaviour where the Principal judges that a permanent exclusion is an appropriate sanction for a 'one off' offence.

### **Informing parent(s)/carer(s)/families**

Once a decision to suspend has been made, parent(s)/carer(s)/family will be contacted at the earliest opportunity, by telephone if possible.

The Principal will inform parent(s)/carer(s)/family of the decision to suspend and the reason(s) for it, in brief, in writing stating the date the suspension takes effect and the details for reintegration, if appropriate.

If alternative provision is being arranged from day six of a suspension, the following information will also be provided when notifying parent(s)/carer(s)/family:

The start and end date and times for any provision

The address at which the provision will take place

Any information necessary for the student to identify the person they should report to

Where information on alternative provision is not reasonably ascertainable prior to the start of the suspension, it may be provided in a subsequent notice no later than forty-eight hours before it is due to start. The exception to this is where alternative provision is to be provided before the sixth day of a suspension, in which case the information can be provided with less than forty-eight hours notice with parental/carers/family consent.

This letter will also include how the parent(s)/carer(s)/family can make representations to the Governing Body about the suspension.

### **Informing Virtual Schools Heads (VSH) and social workers**

Whenever a looked after student is suspended or permanently excluded, the Designated Safeguarding Lead or deputy will inform the Virtual Schools Head and notify the appropriate social worker in writing without delay.

The Virtual Schools Head and social worker(s) are allowed to join any meeting related to the suspension or permanent exclusion by any possible means, including joining online. Remote participation will not prevent the meeting being fair and transparent.

### **Informing the Local Authority (LA)**

The Principal or Vice-Principal/Senior Leader in Charge will ensure that the local authority is notified of all suspensions and permanent exclusions regardless of length.

For a permanent exclusion, if the student lives outside the Dorset local authority, the home authority will be informed along with the reason(s) for it without delay.

### **Informing the Governing Body**

The Principal will notify the Chair of Governors of the following:

- In the case where one or more fixed term suspensions total more than five days, but not more than fifteen days in any one term, convene a meeting to review the suspension(s) if parent(s)/carer(s)/family have made representations between the sixth and fiftieth school day after being notified of the suspension
- If the suspension would result in a student missing public examination, arrange a meeting to review the suspension before the date of the examination so far as reasonably practicable, and within fifteen days of being notified about the suspension
- In the case of a permanent exclusion or where one or more fixed term suspension(s) add up to more than fifteen school days in any one term, arrange a meeting to review the suspension(s) between the sixth and fifteen school days after being notified of the permanent exclusion or suspension.

### **Reintegration meetings**

Every fixed term suspension letter will contain details for a reintegration meeting. The meeting will be used to review the suspension and the poor choices that the student made leading up to it. In the case of a student with special educational needs and/or a disability, review what reasonable adjustments are in place as preventative measures to avoid situations of potential dysregulation and red line behaviours.

The school considers reintegration as a key strategy in restoration by allowing the student to reflect on their misbehaviour and its impact on others, and to provide a student reset, planning for a successful reintegration back into school.

The school strongly recommends that parent(s)/carer(s)/family attend reintegration meetings in order to play a key role in reinforcing high expectations and discussing personalised strategies to prevent fixed term suspension.

All students are expected to return to their timetabled lessons after a period of fixed term suspension. In those cases where the student is at risk of permanent exclusion as a result of persistent disruptive behaviour, Behaviour Support Plan (BSP) will be set up. This plan will set realistic and time limited targets for a further review of student progress. In addition, it is very likely to contain elements of personalisation in the form of interventions designed to improve behaviour. In some cases, external professionals will be involved.

### **Responsibilities of the Governing Body**

The Governing Body will delegate the function for the consideration of suspensions, regardless of length and permanent exclusion to a designated Disciplinary Panel consisting of three governors.

The Disciplinary Panel has a duty to consider any representations about suspensions and permanent exclusion. The Disciplinary Panel will undertake the following responsibilities:

- Whilst there is no automatic right for a suspended student to take a public examination on the school site, the Disciplinary Panel will arrange a meeting to review the suspension before the date of the examination so far as reasonably practicable, and within fifteen days of being notified about the suspension.
- In the case of a permanent exclusion or where one or more fixed term suspension(s) add up to more than fifteen school days in any one term, arrange a meeting to review the suspension(s) between the sixth and fifteen school days after being notified of the permanent exclusion or suspension.
- The Disciplinary Panel will review any representations made in writing only regarding a suspension under six school days. However, it cannot direct the reinstatement of the student and is not required to meet with the parent(s)/carer(s)/family.
- Respond to the representations about a suspension and/or a permanent exclusion with fifteen days of receiving notice made by parent(s)/carer(s)/family.
- Ensure the clerk to governors arranges the representation meeting at a time and date convenient to all parties within the statutory time limits. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.
- Consider the interests and circumstances of the suspended or permanently excluded student, including the circumstances in which they were suspended or permanently excluded and have due regard to the interests of others at school.

- Identify the steps needed to enable and encourage the suspended or permanently excluded student to attend the representation meeting and speak on their behalf, or how they may contribute personal views by other means.
- Ensure written information and evidence is shared to all parties at least five school days before the representation meeting.
- Use the civil standard of proof based on the balance of probabilities that the facts leading to the suspension or permanent exclusion are more likely to be true.
- Ensure the clerk to governors takes clear minutes of the representation meeting.
- Ensure that the outcome of the representation meeting is noted on the student's educational file for possible future reference.
- Ensure that parent(s)/carer(s)/family are made aware of the outcome of the representation meeting , and the reasons for it without delay.
- Where appropriate, inform parent(s)/carer(s)/family of how to apply for an independent review panel to consider the decision of the Disciplinary Panel not to reinstate a permanently excluded student.
- Where appropriate, to arrange and finance an Independent Panel Review.

### **Representation meetings**

Representation meetings will follow an agenda set by the Chair of the Disciplinary Panel. The following parties will be invited to the meeting and will be allowed to make representations or share information:

- Parent(s)/carer(s)/family and where requested, a representative or friend
- The student accompanied by parent(s)/carer(s)/family
- The Principal and appropriate school representation
- The student's social worker if they have one
- The Virtual Schools Head if the student has one
- A local authority representative

### **Reaching a decision**

The Disciplinary Panel will consider whether the suspension or permanent exclusion was lawful, reasonably and procedurally fair, taking into account the welfare and safeguarding of the student, the legal duties of the Principal and the evidence that was presented

After considering the suspension or permanent exclusion, the Disciplinary Panel will:

- Decline to reinstate the student
- Direct the reinstatement of the student on a specified date

If reinstatement would make no practical difference, the Disciplinary Panel will still consider whether the student should be reinstated.

The decision made by the Disciplinary Panel does not need to be unanimous and can be decided by a majority vote.

The Disciplinary Panel will notify parent(s)/carer(s)/family if they believe a suspension or permanent exclusion has been issued as a result of discrimination. If this is the case, parent(s)/carer(s)/family can make a claim under the Equality Act (2010) to the First-Tier Tribunal (SEND) within six months of when the discrimination allegedly took place.

### **Marking the register following a permanent exclusion**

The Principal will remove a student from the school register if fifteen school days have passed since parent(s)/carer(s)/family were notified of the Disciplinary Panel's decision not to reinstate the student and no application for an independent review panel has been received or the parent(s)/carer(s)/family have stated this in writing.

If an application for an Independent Review Panel has been made within fifteen days of the decision not to reinstate, the Principal will wait until the review is completed and the Disciplinary Panel have had the opportunity to reconsider their original decision.

Whilst a student's name remains on roll, the appropriate code will be used to mark attendance:

- Code B - Off-Site education
- Code D - Dual registered
- Code E - Absent and not attending alternative provision

If a student is removed from the school register a return to the local authority will be made to ensure all the grounds for removal have been met, which includes:

- The student's full name
- The full name and address of any parent(s)/carer(s)/family with whom the student routinely resides
- At least one telephone number of the parent(s)/carer(s)/family with whom the student routinely resides
- The grounds upon which the student's name is to be removed from the register
- The name of the provision that the student is currently attending

### **Independent Panel Review**

An Independent Review Panel will review the Disciplinary Panel's decision not to reinstate a permanently excluded student if the parent(s)/carer(s)/family submit their application for this within the required time frame.

An Independent Review can be requested if the parent(s)/carer(s)/family did not wish to have the permanently excluded student reinstated into school.

Applications for an Independent Panel Review must be made within fifteen school days of notice being given to the parent(s)/carer(s)/family by the Disciplinary Panel not to reinstate a permanently excluded student OR, if after this time within fifteen days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

An Independent Review Panel will be constituted of three to five members with representatives from each of the categories below:

- A lay member to chair the panel who has not worked in a school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least twelve consecutive months in the last five years provided they have not been a teacher or Principal during this time
- Current Principals or those who have been a Principal in the last five years

### **The purpose of the Independent Panel Review**

The panel does not have the power to reinstate a permanently excluded student. However, following the review, the panel will decide to do one of the following:

- Uphold the Disciplinary Panel's decision
- Recommend that the Disciplinary Panel reconsiders reinstatement of the student
- Quash the Disciplinary Panel's decision and direct that they consider reinstatement if it judged the original decision was flawed

At the review, the panel must consider the interests and circumstances of the student, including the circumstances in which the student was permanently excluded from school, and have regard for the interests of other students and adults working at the school.

At the review, the panel should consider the student's and ensure age and understanding whilst making parent(s)/carer(s)/family aware of their right to participate in the review and allow the student to make representations on their behalf, should they wish to.

Where appropriate, other professionals are able to make representations which they feel may be relevant to the decision to permanently exclude the student:

- Special Educational Needs expert - the panel must have regard of how special educational needs may be relevant to the permanent exclusion
- Social Worker - the panel must have regard of how the student's experiences, needs, safeguarding risks and/or welfare needs may be relevant to the permanent exclusion
- Virtual Schools Head - the panel must have regard of how the student's background, education, safeguarding risks and/or welfare needs may be relevant to the permanent exclusion

### **Appointing a SEND expert for an Independent Review Panel**

Parent(s)/carer(s)/family have the right to request the attendance of an SEND expert at the Independent Review Panel regardless of whether the school recognises that the student has special educational needs and/or disabilities.

The Disciplinary Panel will make arrangements to appoint a SEND expert and indemnify the person against any legal cost and expenses reasonably incurred as a result of the panel decision.

- The SEND expert will be a professional with first hand experience of the assessment and support of students with special educational needs and/or disabilities. Recently retired individuals are not precluded from this role. However, through interview, the school will assess the knowledge of such individuals.
- The SEND expert will not have any previous connection with the decision to permanently exclude nor any connection to the student, their family or the local authority.
- The SEND expert acts in the capacity of an expert witness in order to provide impartial advice to the panel on how special educational need(s) and/or disability might be relevant to the permanent exclusion.
- The focus of the SEND expert's advice will be on whether the school's policies which relate to special educational needs and/or disabilities and the application of these policies in relation to the permanently excluded student were legal, reasonable and procedurally fair.
- Where the school does not recognise that the student has special educational need(s) and/or disability, the SEND expert will advise the panel on whether they believe the school acted in a legal, reasonable and procedurally fair way with respect to any potential special educational need(s) and/or disability the student may have, and how this may have contributed to the permanent exclusion.

### **Introduction of new evidence at the Independent Panel Review**

Whilst new evidence may be presented at the panel meeting, the school cannot introduce new reasons for the permanent exclusion. Furthermore, the panel must only take into account the evidence available at the time of the decision to permanently exclude the student. This includes any evidence that the panel considers would, or should, have been available for the Disciplinary Panel and ought to have been considered if it was acting in a reasonable way.

If evidence is presented that the panel considers it is unreasonable to expect the Disciplinary Panel to have been made aware of at the time of the decision, the panel can take account of the evidence when deciding whether to recommend that the Disciplinary Panel reconsider reinstatement.

### **Making a decision at the Independent Panel Review**

Once the panel has reached its decision, it will notify all parties without delay.

The notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial adjustment or payment to the value of £4,000 to be made if the governing body does not subsequently decide to reinstate the student within ten school days
- Any information that the panel has directed the Disciplinary Panel to place on the student's educational record

The panel's decision does not have to be unanimous and can be decided by a majority vote.

### **Request for remote access at a Representation Meeting or an Independent Panel Review**

Remote access meetings are those that take place online. Parents(s)/carer(s)/family can request a remote access meeting but it is not the default option. The Disciplinary Panel must be satisfied that a remote access meeting can be conducted in a fair and transparent way.

Furthermore, the use of remote access does not alter other procedural requirements that apply to a face-to-face meeting. For the purposes of taking minutes of the meeting, the clerk to governors will record any information or instructions they deem necessary to include in order to provide a clear and sufficient record.

Social workers and the Virtual Schools Head are allowed to join these meetings in the manner in which they choose if they are able to effectively participate.

### **Criminal Investigations**

The Principal will not postpone taking a decision to suspend or permanently exclude a student due to a police investigation being underway or any criminal proceedings that are in place. The Principal will make a decision available to them at the time. In cases where evidence is limited by a police investigation, the Principal will pay particular consideration to ensure any potential suspension or permanent exclusion is fair and reasonable.

### **Monitoring Arrangements**

The school will collect data to analyse and evaluate:

- Attendance
- Behaviour data linked to SMILE
- Internal exclusion
- Off-Site direction - a short stay at another school
- Fixed Term suspensions
- Students accessing Alternative Provision
- Managed Moves
- Permanent Exclusion

Analysis and evaluation will inform interventions, INSET, Social Improvement Priorities and policy review from a variety of different perspectives including:

- School Level
- Year group
- Student characteristics
- Term

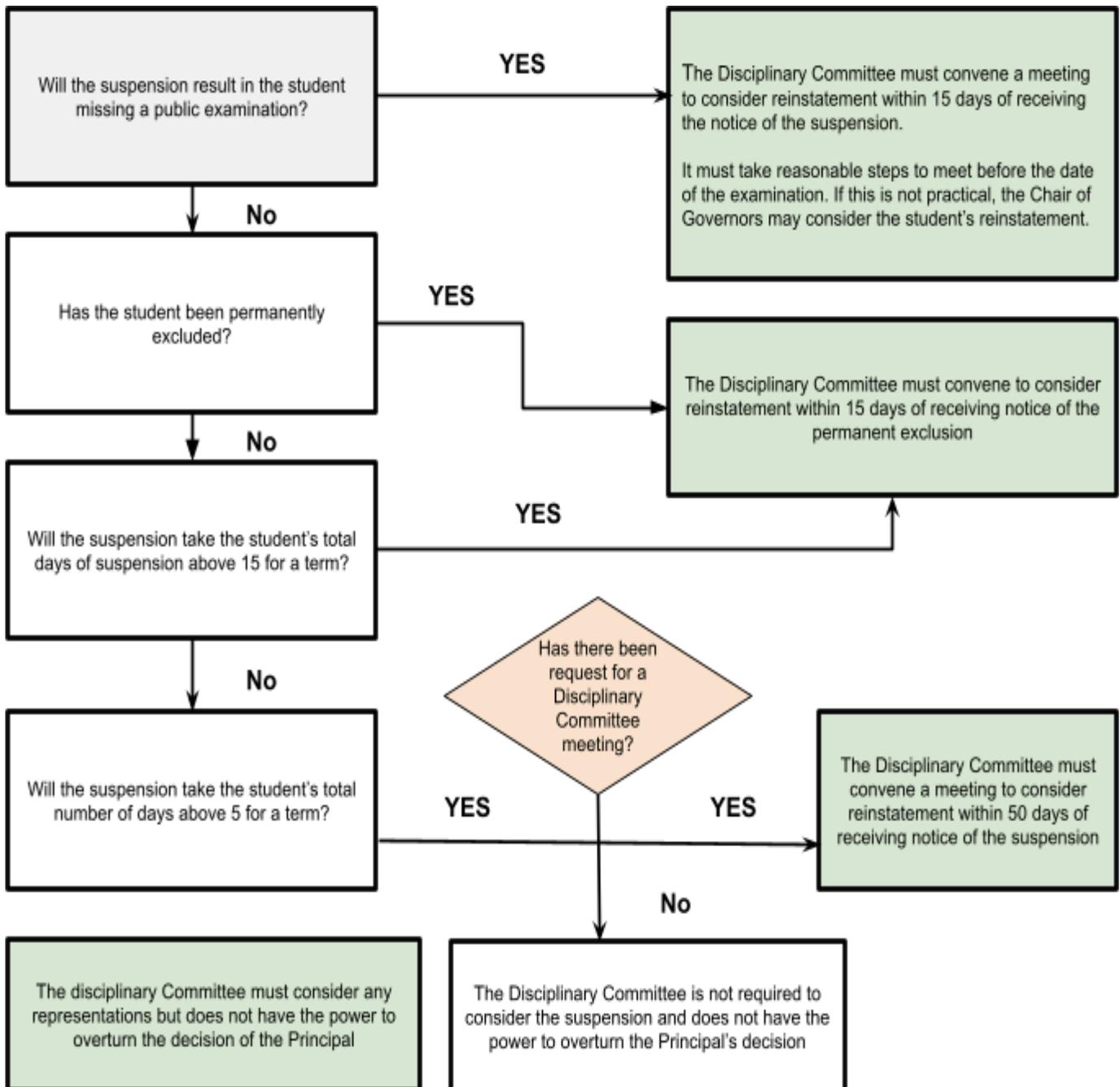
### **Cancelling a suspension and permanent exclusion**

The Principal may cancel any suspension or permanent exclusion that has already begun, but this can only be done before it has been reviewed by the Disciplinary Panel. Where a suspension or permanent exclusion is cancelled, the following will occur:

- Parent(s)/carer(s)/family will be notified without delay;
- The Local Authority will be notified without delay;
- If appropriate, the social worker and/or Virtual Schools Head will be informed without delay;
- The Disciplinary Panel will be notified without delay, including the circumstances and reasons for cancellation;
- The student will be allowed back into school.

## **Appendices**

## Appendix 1: The Disciplinary Committee has a duty to review the Principal's decisions



## Appendix 2: Disciplinary Committee Procedure for representation meetings

Item number	Actions
1	<ul style="list-style-type: none"> <li>● The Disciplinary Committee gather together, supported by the Clerk.</li> <li>● The Principal, school representative(s), student, parent(s)/carer(s)/family enter together</li> </ul>
2	<ul style="list-style-type: none"> <li>● The Chair of the committee makes introductions</li> <li>● Each representative briefly explains their role</li> </ul>
3	<ul style="list-style-type: none"> <li>● The Principal &amp; school representative outline the case for suspension or permanent exclusion, making reference to the documents circulated prior to the meeting</li> </ul>
4	<ul style="list-style-type: none"> <li>● The committee members, parents(s)/carer(s)/family /support, the student and other representation have the opportunity to ask questions</li> </ul>
5	<ul style="list-style-type: none"> <li>● Parent(s)/carer(s)/family/support present their case. This can also be done through a written submission and will be read out by the Clerk</li> </ul>
6	<ul style="list-style-type: none"> <li>● The committee members/Principal/school representative/other representation have the opportunity to ask questions</li> </ul>
7	<ul style="list-style-type: none"> <li>● For permanent exclusions, the LA representative will give a view</li> </ul>
8	<ul style="list-style-type: none"> <li>● For permanent exclusions, all participants can question the LA representative</li> </ul>
9	<ul style="list-style-type: none"> <li>● The Principal or school representative sums up the school's case</li> </ul>
10	<ul style="list-style-type: none"> <li>● Parent(s)/carer(s)/family/support sum up their view</li> </ul>
11	<ul style="list-style-type: none"> <li>● All leave, except the Clerk who remains to advise the Disciplinary Committee on the decision</li> <li>● The Clerk may support the Disciplinary Committee with the wording of the decision letter from the notes taken</li> </ul>

### Appendix 3: A summary of timescales following a suspension or permanent exclusion

School day of the suspension	Permanent Exclusions	Cumulative Fixed Term Suspensions		
		Up to 5 days in a term	6-15 days in a term	16+ days in a term
<b>Same day</b>	<ul style="list-style-type: none"> <li>School notifies of the suspension or permanent exclusion without delay</li> <li>In the event of a permanent exclusion, the Disciplinary Committee are informed</li> <li>In the event that a suspension will take a student above 15 days for a term, the Disciplinary Committee are informed</li> <li>In the event that a suspension means a student would miss a public examination, the Disciplinary Committee are informed</li> </ul>			
<b>School Day 1</b>	<ul style="list-style-type: none"> <li>School e-mail the notification of the suspension or permanent exclusion</li> <li>The local Authority will be informed through electronic data transfer</li> </ul>			
	The Disciplinary Committee should consider immediate plans if an a public examination is in jeopardy	Parent(s)/carer(s)/ family may choose to make a representation in writing  The Disciplinary Committee do not have the power to overturn the decision	Parent(s)/carer(s)/ family may request a representation meeting  This meeting will occur between the 6th-50th day of the decision to suspend	
<b>School Day 6</b>	From the 6th day, the local authority is responsible for providing a full-time education		From the 6th day, school is responsible for providing a full-time education	
<b>By at least 5 school days before the representation meeting</b>	Circulate all information to those attending the representation meeting		Circulate all information to those attending the representation meeting	
<b>By School Day 15</b>	Representation meeting			
<b>School Day 16</b>	Decision letter is circulated			
<b>Up to 3 working days after the representation meeting</b>	Local Authority write to explain the Independent Review process	No appeal to Independent Review can be made to consider fixed term suspensions		
<b>Up to 15 school days after the decision letter has been received</b>	Parent(s)/carer(s)/ family may choose to lodge an appeal			
<b>16 School Days after the decision letter</b>	If no Independent Review, the student is taken off roll			
<b>Up to 50 days from the date of requesting a representation meeting</b>		A representation meeting will take place to decline reinstatement or direct that reinstatement takes place		