

**Four Cs Trust**  
**Procedures for Permanent Exclusions**  
**(updated February 2025)**

All School staff dealing with a Permanent Exclusion should refer to the following guidance at all times:

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

**Governors must be satisfied that a Headteacher's recommendation for Permanent Exclusion is legal, rational and procedurally fair, before making their final decision.**

No PEX decisions should be made without reference to the Four Cs Trust

1.	Pre-decision phase	<p><u>Students at risk of Permanent Exclusion</u></p> <ul style="list-style-type: none"> <li>• All Trust schools should be aware of those students at risk of permanent exclusion. Behaviour and leadership staff should have up to date chronologies of behaviour, all avenues of external agency support logged and SEMH / SEN records up to date, with the latter having been interrogated by the Trust SEN Lead.</li> <li>• With the exception of 'one-off incidents', the above students' files and paperwork should be <i>'PEX ready'</i> at all times.</li> </ul>
2.	a) PEX recommendation as a result of Persistent Disruptive Behaviour	<ul style="list-style-type: none"> <li>• <b>If the Headteacher feels that PEX is quite imminent and likely to be the next step</b>, Trust CEO and Clerk to be notified <b>at the point when a clearly recorded Governor re-entry has taken place, and a final warning has been provided</b> to the student that they are at risk of PEX:</li> <li>• Consideration meeting to be arranged to include the following: <ul style="list-style-type: none"> <li>○ Headteacher</li> <li>○ Behaviour Lead(s)</li> <li>○ SENCO</li> <li>○ Trust SEN Lead</li> <li>○ Head of Year and Pastoral staff as appropriate</li> <li>○ CEO or Trust Leadership representative</li> <li>○ Trust Clerk</li> </ul> </li> <li>• The consideration meeting should follow the checklist format outlined in Appendix A.</li> <li>• Remember - Governors must be satisfied that a Headteacher's recommendation for Permanent Exclusion would be legal, rational and procedurally fair, before making their final decision.</li> <li>• <b>Trust will agree whether the school can recommend PEX if further incidents occur that are against re-entry conditions.</b></li> <li>• When that further 'trigger' incident occurs, <b>and if Headteacher wishes to recommend PEX</b>, the school to notify Trust Clerk and obtain email / verbal approval to proceed straight to PEX (section 3 starts). There will be an expectation of evidence of the final 'trigger' incident that includes multiple attempts at gathering a statement from the student concerned, multiple statements from staff/student witnesses, and a clear account of the event and how it transgresses any re-entry conditions.</li> </ul>
	b) Incident that triggers consideration of PEX (single serious incident)	<ul style="list-style-type: none"> <li>• Trust CEO and Clerk to be notified immediately and before decision made by Headteacher.</li> <li>• Consideration meeting to be arranged to include the following: <ul style="list-style-type: none"> <li>○ Headteacher</li> <li>○ Behaviour Lead(s)</li> <li>○ SENCO</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Trust SEN Lead</li> <li>○ Head of Year and Pastoral staff as appropriate</li> <li>○ CEO</li> <li>○ Trust Clerk</li> </ul> <ul style="list-style-type: none"> <li>● The consideration meeting should follow the checklist format outlined in Appendix A.</li> <li>● Remember - Governors must be satisfied that a Headteacher's recommendation for Permanent Exclusion is legal, rational and procedurally fair, before making their final decision.</li> <li>● Section 3 starts.</li> </ul>
3.	Permanent Exclusion Hearing Agreed by Trust	<ul style="list-style-type: none"> <li>● Headteacher, or nominated Behaviour Lead, to inform the family by phone in advance of letter.</li> <li>● Inform LA (Jason Wing), RBA and any Social Workers.</li> <li>● Trust Clerk to prepare timeline to work within.</li> <li>● Trust Clerk to prepare letter for school to send, copy to be sent to JW / RBA / Social Workers.</li> <li>● School to complete JW / RBA paperwork. Paperwork to be sent to both JW team and RBA.</li> <li>● School to provide work (and document what sent) for first 5 days of PEX.</li> <li>● Once 5 days is up, school to remind LA / RBA that responsibility to set work now falls with them.</li> <li>● In consultation with Trust school, Clerk to convene Governor Panel, agree date and notify all parties. Governors chosen should be impartial and not previously involved with this student and should have all received training.</li> </ul>
4.	Pre-hearing	<p>School colleagues to construct Evidence Bundle containing the following documentation at the very least:</p> <ol style="list-style-type: none"> <li>1. Agenda (Trust Clerk to provide)</li> <li>2. Headteacher statement (sample can be provided by Trust)</li> <li>3. Incident / Trigger statement (sample can be provided by Trust)</li> <li>4. Copies of previous Exclusion (including current PEX) letters</li> <li>5. Chronology of behaviour (positive <u>and</u> negative) since entry to the school</li> <li>6. SEN Statement from SENCO, to include SEMH, entry data etc and the following documents as appendices when a student is on the SEN register or is a Child in Care <ul style="list-style-type: none"> <li>● A one-page profile should be submitted if child is SEND/CIC</li> <li>● A provision map for SEND child and CIC</li> <li>● PEP documentation for CIC should be submitted</li> <li>● Costings for SEND and CIC should be submitted</li> <li>● APDR (Assess, Plan, Do, Review) for any child on the SEN register should be submitted</li> <li>● Detail on SEND external agencies that have been signposted</li> <li>● Risk assessment if the child has one, should be submitted</li> </ul> </li> <li>7. External Agency Support – single sheet detailing when support requested, EHAs offered / opened / declined with dates, Behaviour Panel Referrals etc</li> <li>8. Pastoral Support Plan to contain details of how, in the case of persistent disruptive behaviour, mitigation has been attempted and failed</li> <li>9. Statements by students / staff to support the Permanent Exclusion (including student at risk of PEX) all anonymised / redacted. Student being excluded should have statement about</li> </ol>

		<p>any incident, which should be signed and dated. Advocate to be present in statement taking, particularly when SEN / vulnerable. All statements to be signed and dated where possible.</p> <ol style="list-style-type: none"> <li>10. Any previous exclusion / suspension Governor re-entry meeting notes or contract</li> <li>11. Latest academic school report and summary of student profile</li> <li>12. Attendance certificates</li> <li>13. Home-School Agreements that have been signed</li> <li>14. Behaviour Policy</li> <li>15. SEN Policy</li> <li>16. Child in Care Policy (if student meets that criteria)</li> </ol> <p>All documents to be clearly labelled or have dividers.</p> <ul style="list-style-type: none"> <li>• Trust Clerk to be provided with Evidence Bundle within the timeline for checking (at least 2 days before it needs to go out)</li> <li>• Trust Clerk to prepare letter to accompany the Evidence Bundle for school to send.</li> <li>• School to prepare hard copies of Evidence Bundle for parents, Governors, school colleagues, Clerk plus one spare for hearing. JW / Social Worker to have email copy. School to distribute on Clerk's behalf.</li> <li>• Headteacher to work on opening statement to read out during hearing.</li> <li>• Headteacher to work on any questioning of witnesses and to rehearse with witnesses.</li> <li>• SENCO to be invited to attend hearing – SENCO to present on how the school has demonstrated mitigation of particular issues. If not, can we demonstrate what has been offered?</li> <li>• Trust school to book quiet room for hearing to take place.</li> <li>• 3 days after the pack has been sent out, telephone call to family to ask the following: <ol style="list-style-type: none"> <li>a) Has the pack been received</li> <li>b) Have the contents been understood</li> <li>c) Who is attending the meeting</li> <li>d) Are they presenting evidence, if so deadline for submission is.....</li> </ol> </li> </ul>
5.	Hearing	<ul style="list-style-type: none"> <li>• Trust Clerk will arrive at Trust school one hour before hearing.</li> <li>• Room to be set up to accommodate all parties, with name cards for Governors / Clerk / School Colleagues (including SENCO) / LA / Family.</li> <li>• Water / glasses on table.</li> <li>• Tissues to be in room.</li> <li>• DfE guidance to be on the table along with copy of relevant policies, eg Behaviour / SEN.</li> <li>• Seating outside room, or different room allocated, for family / LA colleagues to wait – away from school colleagues (need to keep separate).</li> <li>• Panel deliberation – Clerk must guide the Panel through the checklist in Appendix B and quote start and finish times.</li> </ul>
6.	Post-Hearing if PEX upheld	<ul style="list-style-type: none"> <li>• Clerk to prepare letter to family and issue to all stakeholders, once draft approved by Panel.</li> <li>• Clerk to prepare minutes.</li> <li>• Clerk to liaise with school once appeal window has finished regarding removal from roll and procedures to be followed.</li> </ul>

## Appendix A

### Consideration Meeting Checklist

## Four Cs Trust

### SLT Pre-Permanent Exclusion Consideration Checklist

Meeting to consider Permanent Exclusion for \_\_\_\_\_

Present	
Date	
Reason	
Previous FTS	

<b>Background to incident / reason for meeting</b>
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One main reason for recommending Permanent Exclusion must be selected from the following list.

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug/alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Other ('Other' is any other incident that that would result in seriously harming the welfare of students and staff if were allowed to remain in the school.)

**Any possible PEX is based upon incident(s) during which this student is alleged to have committed.**

Is the answer 'YES' to the following questions?

- Would the Governors believe that they have a clear account of the final incidents and of part in them, which led to the permanent exclusion?
- Have witness statements been made available to substantiate the case for permanent exclusion?
- Regarding the incident, has the school acted consistently and in accordance with its published Behaviour policy?
- Is it clear that the incidents constitute serious breaches of this policy?

Has the student been given the opportunity or encouraged to give their version of events?

Was there evidence of any provocation or trigger for student behaviour?

**Does this student have either of the following:**

If CIC student, who is named person at VS: \_\_\_\_\_

Does the child Or FAMILY have a Social Worker,  
who is that named person: \_\_\_\_\_

**Special Educational Needs and Additional / External Support**

Is the student, according to information held on the Local Authority's Education Management System, at any stage of the Special Educational Needs Code of Practice.

Was consideration given to putting this student onto the SEN register for either learning and behaviour?

Has the school made reasonable adjustments to meet the student's needs and disabilities?

Has there been unfavourable treatment of this student in connection with disabilities?

Has any intervention been put in place around SEMH ?

What strategies has the school implemented to maintain student on roll for example:

- Referral to Behaviour Panel
- A recent Pastoral Support Plan
- A Modified Curriculum - RTT
- Behaviour Course
- Anger Management Course
- A mentor or counsellor
- Internal Exclusion
- Fixed Term Suspension
- Managed Move
- Individual Behaviour Plan
- Personal Education Plan
- Governor Re-entry Meeting

**External Agency Support**

EHA opened – date: \_\_\_\_\_

Were any agencies involved in supporting the student? For example:

- Behaviour Support Services
- Alternative Provision Placement: \_\_\_\_\_
- Educational Psychologist
- Educational Welfare Service- (attendance record.)

- Has a Parenting Course, Parenting Contract or Parenting Order for attendance/behaviour been offered if this was thought to be appropriate?
- Mediation or Restorative Justice
- Child and Adolescent Mental Health Services
- Safeguarding/Children's Services

**Conclusion**

This guidance states that, “**A decision to exclude a pupil permanently should only be taken:**

- **In response to a serious breach, or persistent breaches, of the behaviour policy; and**
- **Where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school**

Will the Governors consider that the permanent exclusion of this student really is the last resort?

Will the Governors consider that this student has behaved as alleged and that a serious breach of school policy has taken place? and

Would the education and welfare of students and staff in the school be seriously harmed if this student were allowed to remain in school?

**OVERALL conclusion –**

**The Headteacher asked all present for their views on sanction to be applied based on the disclosures and information provided at this meeting.**

**Will the Governors be satisfied that a Headteacher’s recommendation for Permanent Exclusion is legal, rational and procedurally fair, before making their final decision.**

No PEX decisions should be made without reference to the Four Cs Trust

**Final Decision:**

Yes

No

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Headteacher

## Appendix B

### Panel Deliberation Checklist

#### Four Cs MAT Permanent Exclusion – Governors’ Discipline Committee Meeting

#### Panel Deliberation Checklist

<b>Student Name</b>	
<b>Panel Member Names</b>	1. 2. 3.
<b>Clerk Name</b>	
<b>Date of Hearing</b>	

This checklist is to structure the discussion and consideration of Governors’ deliberation at the end of a Permanent Exclusion hearing. Governors must be satisfied that a Headteacher’s recommendation for Permanent Exclusion is legal, rational and procedurally fair, before making their final decision.

Start time of deliberation \_\_\_\_\_

<b>Legal</b>	1. Has the school informed the parent in writing of:	The reason for the exclusion?	<input type="checkbox"/> Yes <input type="checkbox"/> No
		The fact that it is permanent?	<input type="checkbox"/> Yes <input type="checkbox"/> No
		The right of the parent to put their views in writing to the Governors?	<input type="checkbox"/> Yes <input type="checkbox"/> No
		The right to go to a meeting of the Governing Body to present views in person?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	2. Does the PEX letter inform the parent of their right to appeal to an IRP?		<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Procedural</b>	3. Have DfE guidelines and school policies been referenced? <i>(state how, eg guidance on table, referenced in opening speech)</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No
	4. Are the panel satisfied that the PEX is legal? <i>(consider welfare and safeguarding issues of pupil and peers, Headteacher’s legal duties, evidence presented)</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No
	5. Have the Governors disclosed any conflict of interest? – If yes provide details below.		<input type="checkbox"/> Yes <input type="checkbox"/> No
	6. Is the Chair of the Panel satisfied that the panel is impartial?		<input type="checkbox"/> Yes <input type="checkbox"/> No

	7. Are the panel satisfied that the PEX is procedurally fair? <i>(consider welfare and safeguarding issues of pupil and peers, Headteacher's legal duties, evidence presented)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Rational</b>	8. Is there enough evidence to justify a PEX? (please specify how) <i>(consider pack presented, Headteacher report, incident statement, chronology of behaviour, SEN statement, outside agency intervention, pastoral support, statements by students, staff, breach of behaviour policy)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	9. Do we think the school's case is just and valid? (please specify how) <i>(consider pack presented, Headteacher report, incident statement, chronology of behaviour, SEN statement, outside agency intervention, pastoral support, statements by students, staff, breach of behaviour policy)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	10. Are the incident(s) clearly against the school's behaviour policy? (please specify how)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	11. Is the report of the student's behaviour well documented? (please specify how) <i>(consider pack presented, Headteacher report, incident statement, chronology of behaviour, SEN statement, outside agency intervention, pastoral support, statements by students, staff, breach of behaviour policy)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	12. Was the student's previous record considered? (please specify how) <i>(consider pack presented, Headteacher report, incident statement, chronology of behaviour, SEN statement, outside agency intervention, pastoral support, statements by students, staff, breach of behaviour policy)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	13. Has the school taken and acted upon the advice from external agencies where available? (please specify how) <i>(consider pack presented, Headteacher report, incident statement, chronology of behaviour, SEN statement, outside agency intervention, pastoral support, statements by students, staff, breach of behaviour policy)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	14. Has the school considered diagnosed or undiagnosed SEN need (please specify how) <i>(consider SEN statement and SENCO delivery during panel hearing)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	15. Has the school responded appropriately/reasonably to any SEN needs or behaviour concerns? (please specify how) <i>(consider Pastoral / SEN statement and deliveries during panel hearing)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	16. What implications are there for the school (including the other students and the management of the school) if we recommend reinstatement? <i>(consider pack presented, Headteacher report, incident statement, chronology of behaviour, SEN statement, statements by students, staff, breach of behaviour policy, safeguarding of students and staff, disruption to learning, effect on others)</i>		
	17. Is the decision to permanently exclude, a rational response? <i>(consider pack presented, Headteacher report, incident statement, chronology of behaviour, SEN statement, outside agency intervention, pastoral support, statements by students, staff, breach of behaviour policy)</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No

Finish time of deliberation \_\_\_\_\_

<b>Final Decision</b>	Governor 1 – Name		<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Governor 2 – Name		<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Governor 3 (Chair) – Name		<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<b>Final PEX decision upheld</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No

Signed by Chair of Panel: _____	Dated: _____
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