

Line-by-line comparison of the August 2024 and July 2026 versions

Source documents compared

Version	Publication details	File used
Old version	Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England. August 2024.	<u>Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective until 25 July 2026)</u>
New version	Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Statutory guidance for maintained schools, academies and pupil referral units in England. July 2026.	<u>Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (comes into force from 26 July 2026)</u>

Method and scope

This register compares the text extracted from both PDF files supplied by the user. It includes changes to the cover page, contents page, headings, body text, numbered statutory paragraphs, bullet points and footnotes.

PDF line wrapping has been normalised so that a line break caused only by page layout is not treated as a change. Page references in the table are the page numbers of the source PDFs, not the page numbers of this Word document.

The paragraph or item reference is shown where it could be detected from the source text. For non-numbered material, the reference shows Cover, Contents, Heading, Bullet, footnote or N/A.

Rows marked "Moved/repositioned" indicate text that appears in both documents but has moved location. Rows marked "Renumbering/reference/formatting" indicate no substantive wording change was identified after normalising numbering, footnote references and whitespace, but the visible source text is not identical.

Summary of detected changes

Change type	Count
Added	86
Removed	24
Amended	50
Substantially amended	22
Minor wording/reference change	202
Moved/repositioned	29
Moved/repositioned with wording or reference change	8
Renumbering/reference/formatting	261
Total rows in detailed register	682

Main change themes visible from the register

- The front matter has been reorganised: Part one changes from "About this guidance" to "Summary", and the contents page reflects later page movement across the guidance.
- The new version explicitly records 2026 updates, including the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.
- The safeguarding section is expanded, including new text on temporary separation of pupils for safeguarding purposes and the legal framework for temporarily forbidding a pupil from attending school premises.
- The off-rolling examples are expanded and restructured, with additional examples such as off-site AP not being in the pupil's best interests, discouraging post-16 continuation, part-time timetables for behavioural reasons, and incorrect removal from roll.
- The off-site direction material is substantially expanded, including new treatment of academy schools, AP academies and PRUs under the 2026 regulations.
- A significant number of later paragraphs and footnotes are renumbered because of the new and expanded material.

Detailed change register

This table is intended to be read as the full line-by-line register. Each row identifies the location in the old and new PDFs and shows the extracted source text for the relevant changed item.

Section index

Guidance section	Rows	Main change types in this section
Front cover	3	Renumbering/reference/formatting: 1, Amended: 1, Substantially amended: 1
Part one: Summary	57	Moved/repositioned: 22, Removed: 10, Added: 7, Minor wording/reference change: 7
Part two: Changes in this Edition	23	Added: 7, Minor wording/reference change: 5, Renumbering/reference/formatting: 4, Substantially amended: 3
Part three: The headteacher's power to suspend or permanently exclude	70	Minor wording/reference change: 24, Added: 16, Renumbering/reference/formatting: 13, Amended: 8
Part four: Factors to consider before making a decision to exclude	79	Added: 29, Renumbering/reference/formatting: 14, Minor wording/reference change: 12, Amended: 10
Part five: The headteacher's duty to inform parties about an exclusion	71	Renumbering/reference/formatting: 39, Minor wording/reference change: 26, Amended: 3, Added: 2
Part six: The governing board and local authority's duties to arrange education for excluded pupils	18	Renumbering/reference/formatting: 11, Minor wording/reference change: 4, Amended: 2, Moved/repositioned: 1
Part seven: The governing board's duty to consider an exclusion	116	Renumbering/reference/formatting: 49, Minor wording/reference change: 38, Added: 15, Amended: 8
Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register	20	Minor wording/reference change: 11, Renumbering/reference/formatting: 7, Amended: 1, Added: 1
Part nine: The local authority or academy trust's duty to arrange an IRP	92	Renumbering/reference/formatting: 43, Minor wording/reference change: 32, Amended: 8, Added: 5
Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review	54	Renumbering/reference/formatting: 42, Minor wording/reference change: 11, Amended: 1
Part eleven: Requests for remote access meetings for governing board meetings or IRPs	19	Renumbering/reference/formatting: 13, Minor wording/reference change: 5, Added: 1

Part twelve: The governing board's duty to reconsider reinstatement following a review	16	Renumbering/reference/formatting: 11, Minor wording/reference change: 5
Part thirteen: The local authority's role in overseeing the financial readjustment or payment	11	Renumbering/reference/formatting: 8, Minor wording/reference change: 3
Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings	8	Minor wording/reference change: 5, Renumbering/reference/formatting: 3
Annex A: Key principles when conducting meetings via the use of remote access	8	Added: 3, Minor wording/reference change: 2, Renumbering/reference/formatting: 2, Amended: 1
Annex B: Further information	1	Amended: 1

Detailed change register by guidance section

Each section below contains only the rows relevant to that part of the guidance. The contents page changes are excluded.

Front cover

3 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
1	Renumbering/ reference/for matting	p. 1; paragraph/item: Cover; section: Front cover Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement	p. 1; paragraph/item: Cover; section: Front cover Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	
2	Amended	p. 1; paragraph/item: Cover; section: Front cover Guidance for maintained schools, academies, and pupil referral units in England	p. 1; paragraph/item: Cover; section: Front cover Statutory guidance for maintained schools, academies and pupil referral units in England	Removed/replaced: Guidance; academies, / Added/replaced: Statutory guidance; academies	
3	Substantially amended	p. 1; paragraph/item: Cover; section: Front cover August 2024	p. 1; paragraph/item: Cover; section: Front cover July 2026	Removed/replaced: August 2024 / Added/replaced: July 2026	

Part one: Summary

57 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
4	Substantially amended	p. 3; paragraph/item: Heading; section: Part one: About this guidance Part one: About this guidance	p. 3; paragraph/item: Heading; section: Part one: Summary Part one: Summary	Removed/replaced: About this guidance / Added/replaced: Summary	
5	Removed	p. 3; paragraph/item: Heading; section: Part one: About this guidance; sub-section: Aim Aim	No equivalent text in the July 2026 version	Text removed from the new version.	Aim
6	Amended	p. 3; paragraph/item: N/A; section: Part one: About this guidance; sub-section: Aim Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of pupils, suspensions ¹ and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work	p. 3; paragraph/item: N/A; section: Part one: Summary Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of pupils, suspensions ¹ and permanent exclusions may not be necessary, as other strategies can manage their behaviour. Where approaches to behaviour management have been exhausted, then suspension may sometimes be necessary, with permanent exclusion only to be used as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. Schools and	Removed/replaced: If these; towards; suspensions and permanent exclusions will; necessary; not to exclude even when exclusion may be a way for a pupil to access alternative provision which will help ensure an...; education. In / Added/replaced: Where; to; suspension may; necessary, with permanent exclusion only to be used; and; (including alternative provision free schools) in England. It also includes the use of behavioural strategies such as...	Aim

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>in safety and are respected. Schools and local authorities should not adopt a ‘no exclusion’ policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a pupil to access alternative provision which will help ensure an excluded pupil remains engaged in education. In some cases, a ‘no exclusion’ policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it. This guidance has been updated to be a companion piece to the Behaviour in Schools guidance, which provides advice to headteachers and school staff on implementing a behaviour policy which creates a school culture with high expectations of behaviour. This means that this guidance should only be necessary when strategies, practices and interventions set out within the Behaviour in Schools guidance have not been successful in improving a pupil’s behaviour and the use of more significant interventions or sanctions are required. This document provides a guide to the legislation that governs the suspension and permanent exclusion of</p>	<p>local authorities should not adopt a ‘no exclusion’ policy as an end in itself. This can lead to perverse incentives for schools and in some cases, a ‘no exclusion’ policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it. This guidance has been updated to be a companion piece to the Behaviour in Schools guidance, which provides advice to headteachers and school staff on implementing a behaviour policy which creates a school culture with high expectations of behaviour. This means that this guidance should only be necessary when strategies, practices and interventions set out within the Behaviour in Schools guidance have not been successful in improving a pupil’s behaviour and the use of more significant interventions or sanctions are required. This document provides a guide to the legislation that governs the suspension and permanent exclusion of pupils² from all maintained schools (including special schools), pupil referral units (PRUs), academy schools (including free schools, special schools, studio schools and university technology</p>		

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		pupils ² from all maintained schools (including special schools), pupil referral units (PRUs), academy schools (including free schools, special schools, studio schools and university technology colleges) and alternative provision academies	colleges) and alternative provision academies (including alternative provision free schools) in England. It also includes the use of behavioural strategies such as directing pupils off-site to improve their behaviour and managed moves to help prevent a suspension or permanent exclusion. The document also provides statutory guidance ³ to which headteachers, governing boards, local authorities, academy trusts, independent review panel (IRP) members and		
7	Removed	p. 4; paragraph/item: N/A; section: Part one: About this guidance; sub-section: Aim (including alternative provision free schools) in England. It also includes the use of behavioural strategies such as managed moves and directing pupils off-site to improve their behaviour to help prevent a suspension or permanent exclusion. The document also provides statutory guidance ³ to which headteachers, governing boards, local authorities, academy trusts, independent review panel (IRP) members and special educational needs (SEN) experts, social workers and Virtual School Heads (VSHs) must have regard when carrying out their functions in relation to suspensions and permanent exclusions. Clerks to IRPs must also be well versed in this	No equivalent text in the July 2026 version	Text removed from the new version.	Aim

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		guidance. Where relevant, this document refers to other guidance in areas such as behaviour, safeguarding, SEN and equalities law, but is not intended to provide detailed guidance on these issues. This guidance should not be taken as a complete or definitive statement of the law nor as a substitute for the relevant legislation. Legal advice should be sought as appropriate. This document replaces the version published in 2023 for schools in England.			
8	Removed	p. 4; paragraph/item: Heading; section: Part one: About this guidance; sub-section: Review date Review date	No equivalent text in the July 2026 version	Text removed from the new version.	Review date
9	Removed	p. 4; paragraph/item: N/A; section: Part one: About this guidance; sub-section: Review date This guidance will be kept under review and updated as necessary.	No equivalent text in the July 2026 version	Text removed from the new version.	Review date
10	Moved/repositioned with wording or reference change	p. 4; paragraph/item: Heading; section: Part one: About this guidance; sub-section: Terminology Terminology	p. 7; paragraph/item: Heading; section: Part one: Summary; sub-section: Terminology: Terminology:	Removed/replaced: Terminology / Added/replaced: Terminology:	Terminology:
11	Moved/repositioned	p. 4; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology The term 'must' refers to what headteachers/governing boards/academy trusts/local	p. 7; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: the term 'must' refers to what headteachers/governing boards/academy trusts/local	Removed/replaced: The; to. / Added/replaced: the; to	Terminology:

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>authorities/parents and others are required to do by law and must have regard to when carrying out their duties. The term 'should' refers to recommendations for good practice as mentioned in the suspension and permanent exclusion guidance and should be followed unless there is good reason not to.</p>	<p>authorities/parents and others are required to do by law and must have regard to when carrying out their duties. The term 'should' refers to recommendations for good practice as mentioned in the suspension and permanent exclusion guidance and should be followed unless there is good reason not to</p>		
12	Moved/repositioned	<p>p. 4; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology In this guidance the word 'suspension' is used to refer to what legislation calls an exclusion for a fixed period. Suspensions and permanent exclusions are both types of exclusion, and where this guidance uses the word 'exclusion' this includes both suspensions (fixed-period exclusions) and permanent exclusions.</p>	<p>p. 7; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: in this guidance the word 'suspension' is used to refer to what legislation calls an exclusion for a fixed period. Suspensions and permanent exclusions are both types of exclusion, and where this guidance uses the word 'exclusion' this includes both suspensions (fixed-period exclusions) and permanent exclusions</p>	<p>Removed/replaced: In; exclusions. / Added/replaced: in; exclusions</p>	Terminology:
13	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 4; paragraph/item: N/A; section: Part one: Summary special educational needs (SEN) experts, social workers and Virtual School Heads (VSHs) must have regard when carrying out their functions in relation to suspensions and permanent exclusions. Clerks to IRPs must also be well versed in this guidance. Where relevant, this document refers to other guidance in areas such as behaviour, safeguarding, SEN and equalities law, but is not intended to provide detailed</p>	<p>Text added in the new version.</p>	

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			<p>guidance on these issues. This advice should not be read in isolation. It is important for schools to consider the following guidance: Behaviour in Schools guidance; Keeping Children Safe in Education; Working together to improve school attendance; Mental health and behaviour in schools; and other relevant advice and guidance as part of their approach to using school suspensions and permanent exclusions well. Links to relevant supplementary guidance can be found at Annex B: Further information. This guidance should not be taken as a complete or definitive statement of the law nor as a substitute for the relevant legislation. Legal advice should be sought as appropriate. This document replaces the version published in 2024 for schools in England.</p>		
14	Added	No equivalent text in the August 2024 version	<p>p. 4; paragraph/item: Heading; section: Part one: Summary; sub-section: Legislation this publication refers to: Legislation this publication refers to:</p>	Text added in the new version.	Legislation this publication refers to:
15	Added	No equivalent text in the August 2024 version	<p>p. 4; paragraph/item: Bullet; section: Part one: Summary; sub-section: Legislation this publication refers to: 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</p>	Text added in the new version.	Legislation this publication refers to:

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			Pupils) (England) (Amendment) Regulations 2014 and as modified and amended by the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026		
16	Added	No equivalent text in the August 2024 version	p. 5; paragraph/item: Bullet; section: Part one: Summary; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014 foster good relations between people who share a relevant protected characteristic and people who do not share it	Text added in the new version.	Duties under the Equality Act 2010 and Children and Families Act 2014
17	Added	No equivalent text in the August 2024 version	p. 6; paragraph/item: Bullet; section: Part one: Summary; sub-section: Who this guidance is for: this guidance applies to exclusions that occur on or after 1 September 2024	Text added in the new version.	Who this guidance is for:
18	Added	No equivalent text in the August 2024 version	p. 7; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: in this guidance, exclusion of a pupil from a school, means exclusion on disciplinary grounds (and “exclude” is to be interpreted accordingly) ⁷ . It does not include situations where a pupil is sent away from school or told not to attend for reasons that are not disciplinary	Text added in the new version.	Terminology:
19	Minor wording/reference change	p. 5; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology	p. 7; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology:	Removed/replaced: The; academy. /	Terminology:

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		The term 'headteacher' in this document means the headteacher of a maintained school, the teacher in charge at a PRU and the principal of an academy.	the term 'headteacher' in this document means the headteacher of a maintained school, the teacher in charge at a PRU and the principal of an academy	Added/replaced: the; academy	
20	Amended	p. 5; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology The term 'governing board' means the governing body of a maintained school, the management committee of a PRU and the academy trust of an academy.	p. 7; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: the term 'governing board' means the governing body of a maintained school, the management committee of a PRU and the academy trust of an academy or alternative provision (AP) academy	Removed/replaced: The; academy. / Added/replaced: the; academy or alternative provision (AP) academy	Terminology:
21	Minor wording/reference change	p. 5; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology The definition of a 'parent' can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses 'parent' to refer to both parents and carers. Where practical, all those with parental responsibility should be involved in the suspension and permanent exclusion process.	p. 7; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: the definition of a 'parent' can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses 'parent' to refer to both parents and carers. Where practical, all those with parental responsibility should be involved in the suspension and permanent exclusion process	Removed/replaced: The; process. / Added/replaced: the; process	Terminology:

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
22	Minor wording/reference change	p. 5; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology Obligations are to the 'relevant person' – the parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	p. 7; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: obligations are to the 'relevant person' – the parent if the pupil is under 18 or the excluded pupil, aged 18 or over	Removed/replaced: Obligations; over. / Added/replaced: obligations; over	Terminology:
23	Minor wording/reference change	p. 5; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology The term 'cancelled exclusion' refers to an exclusion that has been cancelled before the governing board has met to consider whether the pupil should be reinstated.	p. 7; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: the term 'cancelled exclusion' refers to an exclusion that has been cancelled before the governing board has met to consider whether the pupil should be reinstated	Removed/replaced: The; reinstated. / Added/replaced: the; reinstated	Terminology:
24	Added	No equivalent text in the August 2024 version	p. 7; paragraph/item: fn 7; section: Part one: Summary; sub-section: Terminology: Education Act 2002 (legislation.gov.uk)	Text added in the new version.	Terminology:
25	Minor wording/reference change	p. 5; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology The term 'remote access' refers to a meeting arranged by the governing board or arranging authority that is carried out via electronic means such as a live video link.	p. 8; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: the term 'remote access' refers to a meeting arranged by the governing board or arranging authority that is carried out via electronic means such as a live video link	Removed/replaced: The; link. / Added/replaced: the; link	Terminology:
26	Minor wording/reference change	p. 5; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology 'Alternative Provision' (AP) refers to suitable full-time education that is arranged for a pupil from the sixth school day (or earlier) of a suspension	p. 8; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: 'alternative provision' (AP) refers to suitable full-time education that is arranged for a pupil from the sixth school day (or earlier) of a suspension	Removed/replaced: 'Alternative Provision'; exclusion.4; education. / Added/replaced: 'alternative provision'; exclusion.8; education	Terminology:

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		or the sixth school day (or earlier) after a permanent exclusion. ⁴ In other circumstances, alternative provision may refer to education arranged for pupils who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons. Alternative provision includes PRUs, alternative provision academies and free schools, and hospital schools, as well as a variety of independent, registered, unregistered and further education.	or the sixth school day (or earlier) after a permanent exclusion.8 In other circumstances, alternative provision may refer to education arranged for pupils who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons. Alternative provision includes PRUs, alternative provision academies and free schools, and hospital schools, as well as a variety of independent, registered, unregistered and further education		
27	Minor wording/reference change	p. 5; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology ‘Academic year’ means a school’s academic year beginning with the first day of school after 31 July and ending with the first day of school after the following 31 July.	p. 8; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: ‘academic year’ means a school’s academic year beginning with the first day of school after 31 July and ending with the first day of school after the following 31 July	Removed/replaced: ‘Academic; July. / Added/replaced: ‘academic; July	Terminology:
28	Amended	p. 5; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology Where a school’s academic year consists of three terms or fewer, a reference to a ‘term’ in this guidance means one of those terms. Where a school’s academic year	p. 8; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: where a school’s academic year consists of three terms or fewer, a reference to a ‘term’ in this guidance means one of those terms. Where a school’s academic year consists of more than three terms, then a reference to ‘term’ means the periods from 31 December to Easter Monday, from Easter Monday to 31 July and from 31 July to 31 December	Removed/replaced: Where / Added/replaced: where; consists of more than three terms, then a reference to ‘term’ means the periods from 31 December to Easter Monday, fr...	Terminology:

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
29	Renumbering/reference/formatting	p. 5; paragraph/item: fn 4; section: Part one: About this guidance; sub-section: Terminology Section 100 Education and Inspections Act 2006.	p. 8; paragraph/item: fn 8; section: Part one: Summary; sub-section: Terminology: Section 100 Education and Inspections Act 2006.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Terminology:
30	Removed	p. 6; paragraph/item: N/A; section: Part one: About this guidance; sub-section: Terminology consists of more than three terms, then a reference to 'term' means the periods from 31 December to Easter Monday, from Easter Monday to 31 July and from 31 July to 31 December.	No equivalent text in the July 2026 version	Text removed from the new version.	Terminology
31	Moved/repositioned	p. 6; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Terminology 'School' in this document is used to describe any school to which the guidance applies. Where the term academy is used it refers to any category of academy to which the guidance applies.	p. 8; paragraph/item: Bullet; section: Part one: Summary; sub-section: Terminology: 'school' in this document is used to describe any school to which the guidance applies. Where the term academy is used it refers to any category of academy to which the guidance applies	Removed/replaced: 'School'; applies. / Added/replaced: 'school'; applies	Terminology:
32	Moved/repositioned with wording or reference change	p. 6; paragraph/item: Heading; section: Part one: About this guidance; sub-section: Who this guidance is for Who this guidance is for	p. 6; paragraph/item: Heading; section: Part one: Summary; sub-section: Who this guidance is for: Who this guidance is for:	Removed/replaced: for / Added/replaced: for:	Who this guidance is for:
33	Removed	p. 6; paragraph/item: N/A; section: Part one: About this guidance; sub-	No equivalent text in the July 2026 version	Text removed from the new version.	Who this guidance is for

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		section: Who this guidance is for This guidance is for:			
34	Moved/repositioned	p. 6; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Who this guidance is for Headteachers, governing boards, local authorities, IRP members, IRP clerks, social workers, VSHs and individuals appointed as SEN experts.	p. 6; paragraph/item: Bullet; section: Part one: Summary; sub-section: Who this guidance is for: headteachers, governing boards, local authorities, IRP members, IRP clerks, social workers, VSHs and individuals appointed as SEN experts	Removed/replaced: Headteachers,; experts. / Added/replaced: headteachers,; experts	Who this guidance is for:
35	Moved/repositioned	p. 6; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Who this guidance is for Except where specifically stated, this guide applies to all maintained schools, academy schools (including free schools but not 16-19 academies or 16-19 free schools), alternative provision academies (including alternative provision free schools), and PRUs.	p. 6; paragraph/item: Bullet; section: Part one: Summary; sub-section: Who this guidance is for: except where specifically stated, this guide applies to all maintained schools, academy schools (including free schools but not 16-19 academies or 16-19 free schools), alternative provision academies (including alternative provision free schools), and PRUs	Removed/replaced: Except; PRUs. / Added/replaced: except; PRUs	Who this guidance is for:
36	Moved/repositioned	p. 6; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Who this guidance is for The guidance and the law described applies to all pupils, including those who may be below or above compulsory school age, and those attending nursery classes or school sixth forms, except where the age of the pupil is specifically referred to.	p. 6; paragraph/item: Bullet; section: Part one: Summary; sub-section: Who this guidance is for: the guidance and the law described applies to all pupils, including those who may be below or above compulsory school age, and those attending nursery classes or school sixth forms, except where the age of the pupil is specifically referred to	Removed/replaced: The; to. / Added/replaced: the; to	Who this guidance is for:
37	Moved/repositioned	p. 6; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Who this guidance is for This guide does not apply to	p. 6; paragraph/item: Bullet; section: Part one: Summary; sub-section: Who this guidance is for: this guide does not apply to independent	Removed/replaced: This; procedures. / Added/replaced: this; procedures	Who this guidance is for:

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		independent schools (other than the academies listed above), city technology colleges, city colleges for the technology of the arts, further education colleges, sixth form colleges, 16-19 academies or 16-19 free schools, all of which have separate suspension and permanent exclusion procedures.	schools (other than the academies listed above), city technology colleges, city colleges for the technology of the arts, further education colleges, sixth form colleges, 16-19 academies or 16-19 free schools, all of which have separate suspension and permanent exclusion procedures		
38	Removed	<p>p. 6; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: Who this guidance is for</p> <p>This guidance applies to exclusions that occur on or after 1 September 2024. Further information This advice should not be read in isolation. It is important for schools to consider the following guidance: Behaviour in Schools guidance; Keeping Children Safe in Education; Working together to improve school attendance; Mental health and behaviour in schools; Understanding Your Data: a guide for school governors and academy trustees; and other relevant advice and guidance as part of their approach to using school suspensions and permanent exclusions well. Links to relevant supplementary guidance can be found at Annex B: Further information.</p>	<p>No equivalent text in the July 2026 version</p>	Text removed from the new version.	Who this guidance is for
39	Removed	<p>p. 7; paragraph/item: Heading; section: Part one: About this guidance; sub-section: What legislation this guidance relates to</p> <p>What legislation this guidance relates to</p>	<p>No equivalent text in the July 2026 version</p>	Text removed from the new version.	What legislation this guidance relates to

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
40	Removed	p. 7; paragraph/item: N/A; section: Part one: About this guidance; sub-section: What legislation this guidance relates to The principal legislation to which this guidance relates is:	No equivalent text in the July 2026 version	Text removed from the new version.	What legislation this guidance relates to
41	Moved/repositioned	p. 7; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: What legislation this guidance relates to the Education Act 2002, as amended by the Education Act 2011;	p. 4; paragraph/item: Bullet; section: Part one: Summary; sub-section: Legislation this publication refers to: the Education Act 2002, as amended by the Education Act 2011	Removed/replaced: 2011; / Added/replaced: 2011	Legislation this publication refers to:
42	Moved/repositioned	p. 7; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: What legislation this guidance relates to the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;	p. 4; paragraph/item: Bullet; section: Part one: Summary; sub-section: Legislation this publication refers to: the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012	Removed/replaced: 2012; / Added/replaced: 2012	Legislation this publication refers to:
43	Moved/repositioned	p. 7; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: What legislation this guidance relates to the Education and Inspections Act 2006;	p. 4; paragraph/item: Bullet; section: Part one: Summary; sub-section: Legislation this publication refers to: the Education and Inspections Act 2006	Removed/replaced: 2006; / Added/replaced: 2006	Legislation this publication refers to:
44	Moved/repositioned with wording or reference change	p. 7; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: What legislation this guidance relates to the Education Act 1996; and	p. 4; paragraph/item: Bullet; section: Part one: Summary; sub-section: Legislation this publication refers to: the Education Act 1996	Removed/replaced: 1996; and / Added/replaced: 1996	Legislation this publication refers to:
45	Removed	p. 7; paragraph/item: Bullet; section: Part one: About this guidance; sub-section: What legislation this guidance relates to	No equivalent text in the July 2026 version	Text removed from the new version.	What legislation this guidance relates to

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		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.			
67	Moved/repositioned	p. 9; paragraph/item: Heading; section: Part two: Changes in this edition; sub-section: Duties under the Education and Inspections Act 2006 Duties under the Education and Inspections Act 2006	p. 5; paragraph/item: Heading; section: Part one: Summary; sub-section: Duties under the Education and Inspections Act 2006 Duties under the Education and Inspections Act 2006	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duties under the Education and Inspections Act 2006
68	Moved/repositioned	p. 9; paragraph/item: N/A; section: Part two: Changes in this edition; sub-section: Duties under the Education and Inspections Act 2006 Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken ⁹ with a view to:	p. 5; paragraph/item: N/A; section: Part one: Summary; sub-section: Duties under the Education and Inspections Act 2006 Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken ⁴ with a view to:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duties under the Education and Inspections Act 2006
69	Moved/repositioned	p. 9; paragraph/item: Bullet; section: Part two: Changes in this edition; sub-section: Duties under the Education and Inspections Act 2006 promoting self discipline and proper regard for authority among pupils,	p. 5; paragraph/item: Bullet; section: Part one: Summary; sub-section: Duties under the Education and Inspections Act 2006 promoting self discipline and proper regard for authority among pupils	Removed/replaced: pupils, / Added/replaced: pupils	Duties under the Education and Inspections Act 2006
70	Moved/repositioned	p. 9; paragraph/item: Bullet; section: Part two: Changes in this edition; sub-section: Duties under the	p. 5; paragraph/item: Bullet; section: Part one: Summary; sub-section: Duties under the Education and	Removed/replaced: pupils, / Added/replaced: pupils	Duties under the Education

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		Education and Inspections Act 2006 encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,	Inspections Act 2006 encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils		and Inspections Act 2006
71	Moved/repositioned	p. 9; paragraph/item: Bullet; section: Part two: Changes in this edition; sub-section: Duties under the Education and Inspections Act 2006 securing that the standard of behaviour of pupils is acceptable,	p. 5; paragraph/item: Bullet; section: Part one: Summary; sub-section: Duties under the Education and Inspections Act 2006 securing that the standard of behaviour of pupils is acceptable	Removed/replaced: acceptable, / Added/replaced: acceptable	Duties under the Education and Inspections Act 2006
72	Moved/repositioned with wording or reference change	p. 9; paragraph/item: Bullet; section: Part two: Changes in this edition; sub-section: Duties under the Education and Inspections Act 2006 securing that pupils complete any tasks reasonably assigned to them in connection with their education, and	p. 5; paragraph/item: Bullet; section: Part one: Summary; sub-section: Duties under the Education and Inspections Act 2006 securing that pupils complete any tasks reasonably assigned to them in connection with their education	Removed/replaced: education, and / Added/replaced: education	Duties under the Education and Inspections Act 2006
73	Moved/repositioned	p. 9; paragraph/item: Bullet; section: Part two: Changes in this edition; sub-section: Duties under the Education and Inspections Act 2006 otherwise regulating the conduct of pupils. Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.	p. 5; paragraph/item: Bullet; section: Part one: Summary; sub-section: Duties under the Education and Inspections Act 2006 otherwise regulating the conduct of pupils Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.	Removed/replaced: pupils. / Added/replaced: pupils	Duties under the Education and Inspections Act 2006
76	Moved/repositioned	p. 9; paragraph/item: fn 9; section: Part two: Changes in this edition; sub-section: Duties under the Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006.	p. 5; paragraph/item: fn 4; section: Part one: Summary; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014 Section 89 of the Education and Inspections Act 2006.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;	Duties under the Equality Act 2010 and Children and Families Act 2014

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
				numbering/reference formatting changed.	
77	Moved/repositioned	<p>p. 10; paragraph/item: Heading; section: Part two: Changes in this edition; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014</p> <p>Duties under the Equality Act 2010 and Children and Families Act 2014</p>	<p>p. 5; paragraph/item: Heading; section: Part one: Summary; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014</p> <p>Duties under the Equality Act 2010 and Children and Families Act 2014</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duties under the Equality Act 2010 and Children and Families Act 2014
78	Moved/repositioned	<p>p. 10; paragraph/item: N/A; section: Part two: Changes in this edition; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014</p> <p>Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:</p>	<p>p. 5; paragraph/item: N/A; section: Part one: Summary; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014</p> <p>Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duties under the Equality Act 2010 and Children and Families Act 2014

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
79	Moved/repositioned	p. 10; paragraph/item: Bullet; section: Part two: Changes in this edition; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014 eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;	p. 5; paragraph/item: Bullet; section: Part one: Summary; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014 eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act	Removed/replaced: Act; / Added/replaced: Act	Duties under the Equality Act 2010 and Children and Families Act 2014
80	Moved/repositioned with wording or reference change	p. 10; paragraph/item: Bullet; section: Part two: Changes in this edition; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014 advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and	p. 5; paragraph/item: Bullet; section: Part one: Summary; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014 advance equality of opportunity between people who share a relevant protected characteristic and people who do not	Removed/replaced: not; and / Added/replaced: not	Duties under the Equality Act 2010 and Children and Families Act 2014
81	Moved/repositioned with wording or reference change	p. 10; paragraph/item: Bullet; section: Part two: Changes in this edition; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014 foster good relations between people who share a relevant protected characteristic and people who do not share it. The 'relevant protected characteristics' in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils. These duties need to be complied with when deciding whether to exclude a pupil.	p. 6; paragraph/item: N/A; section: Part one: Summary; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014 The 'relevant protected characteristics' in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable	Removed/replaced: • foster good relations between people who share a relevant protected characteristic and people who do not share it.; settings10); Practice.11 / Added/replaced: settings5); Practice.6	Duties under the Equality Act 2010 and Children and Families Act 2014

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory. The governing board must also comply with their statutory duties in relation to pupils with SEN when administering the exclusion process, including (in the case of the governing board of relevant settings¹⁰) using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Needs and Disability (SEND) Code of Practice.¹¹</p>	<p>adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory. The governing board must also comply with their statutory duties in relation to pupils with SEN when administering the exclusion process, including (in the case of the governing board of relevant settings⁵) using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Needs and Disability (SEND) Code of Practice.6</p>		
82	Moved/repositioned	<p>p. 10; paragraph/item: fn 10; section: Part two: Changes in this edition; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014</p> <p>The duty under section 66 of the Children and Families Act 2014 applies to certain settings, including mainstream schools, maintained nursery schools, academies, alternative provision academies and pupil referral units.</p>	<p>p. 6; paragraph/item: fn 5; section: Part one: Summary; sub-section: Who this guidance is for:</p> <p>The duty under section 66 of the Children and Families Act 2014 applies to certain settings, including mainstream schools, maintained nursery schools, academies, alternative provision academies and pupil referral units.</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>Who this guidance is for:</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
83	Moved/repositioned	<p>p. 10; paragraph/item: fn 11; section: Part two: Changes in this edition; sub-section: Duties under the Equality Act 2010 and Children and Families Act 2014</p> <p>SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk).</p>	<p>p. 6; paragraph/item: fn 6; section: Part one: Summary; sub-section: Who this guidance is for:</p> <p>SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk).</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>Who this guidance is for:</p>

Part two: Changes in this Edition

23 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
46	Renumbering/ reference/ for matting	p. 8; paragraph/item: Heading; section: Part two: Changes in this edition Part two: Changes in this edition	p. 9; paragraph/item: Heading; section: Part two: Changes in this Edition Part two: Changes in this Edition	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	
47	Amended	p. 8; paragraph/item: N/A; section: Part two: Changes in this edition This guidance has been updated to reflect the government’s ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil. This guidance provides schools and other bodies involved in this process with information so that they can continue to use suspensions and permanent exclusions appropriately. In addition, specific changes to the legislation governing the disciplinary school suspension and permanent exclusion process have been made and so changes have been made to the guidance to reflect this. Permanent exclusions will sometimes be necessary as a last resort to maintain this environment. A technical update has	p. 9; paragraph/item: N/A; section: Part two: Changes in this Edition This guidance has been updated to reflect the government’s ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil. This guidance provides schools and other bodies involved in this process with information so that they can continue to use suspensions and permanent exclusions appropriately. In addition, specific changes to the legislation governing the disciplinary school suspension and permanent exclusion process have been made and so changes have been made to the guidance to reflect this. Permanent exclusions will sometimes be necessary as a last resort to maintain this	Removed/replaced: A technical update has; 2024 to reflect the School Attendance (Pupil Registration) (England) Regulations 2024. Legislative updates made to th... / Added/replaced: Updates have; 2026:	

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		been made to this guidance in 2024 to reflect the School Attendance (Pupil Registration) (England) Regulations 2024. Legislative updates made to this guidance in 2023 include:	environment. Updates have been made to this guidance in 2026:		
48	Added	No equivalent text in the August 2024 version	p. 9; paragraph/item: Bullet; section: Part two: Changes in this Edition reflecting the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026	Text added in the new version.	
49	Added	No equivalent text in the August 2024 version	p. 9; paragraph/item: Bullet; section: Part two: Changes in this Edition providing further clarity on the existing exclusion framework and keeping pupils apart for safeguarding purposes	Text added in the new version.	
50	Substantially amended	p. 8; paragraph/item: Bullet; section: Part two: Changes in this edition New guidance and amended regulations ⁵ about a headteacher's ability to cancel an exclusion before the governing board has met to consider whether the pupil should be reinstated. This practice is sometimes known as withdrawing or rescinding an exclusion. If this occurs, the parents ⁶ , the governing board and the local authority, must be notified and, if relevant, the social worker and VSH. Further information on other actions that should take place following a cancelled exclusion is set out in paragraph 13.	p. 9; paragraph/item: Bullet; section: Part two: Changes in this Edition minor clarifications in relation to the statutory review process for all users, which supports better consistency between governing boards, Independent Review Panels and parents A technical update was made to this guidance in 2024 to reflect the School Attendance (Pupil Registration) (England) Regulations 2024.	Removed/replaced: New; and amended regulations ⁵ about a headteacher's ability; cancel an exclusion before; governing board has met to consider whether the pupil should be reinstated. This practice is sometimes known as withd... / Added/replaced: minor clarifications in relation to the statutory review process for all users, which supports better consistency bet...; in 2024;	

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
				reflect; School Attendance (Pupil Registration) (England) Regulations 2024.	
51	Added	No equivalent text in the August 2024 version	p. 9; paragraph/item: Heading; section: Part two: Changes in this Edition; sub-section: Guidance history Guidance history	Text added in the new version.	Guidance history
52	Removed	p. 8; paragraph/item: Bullet; section: Part two: Changes in this edition Governing board reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged. Further information is set out in Part Eleven. Updates made to this guidance in 2022 include:	No equivalent text in the July 2026 version	Text removed from the new version.	
53	Added	No equivalent text in the August 2024 version	p. 9; paragraph/item: N/A; section: Part two: Changes in this Edition; sub-section: Guidance history Legislative updates made to this guidance in 2023 include:	Text added in the new version.	Guidance history
54	Substantially amended	p. 8; paragraph/item: Bullet; section: Part two: Changes in this edition When headteachers suspend or permanently exclude a pupil they must,	p. 9; paragraph/item: Bullet; section: Part two: Changes in this Edition; sub-section: Guidance history new guidance and amended	Removed/replaced: When headteachers suspend; permanently exclude a pupil they must, without	Guidance history

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.	regulations ⁹ about a headteacher's ability to cancel an exclusion before the governing board has met to consider whether the pupil should be reinstated. This practice is sometimes known as withdrawing or rescinding an exclusion. If this occurs, the parents ¹⁰ , the governing board and the local authority, must be notified and, if relevant, the social worker and VSH. Further information on other actions that should take place following a cancelled exclusion is set out in paragraph 13	delay, notify parents. Legislative changes mean that; a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their ...; and/or VSH, as applicable. / Added/replaced: new guidance and amended regulations ⁹ about a headteacher's ability to cancel an exclusion before the governing board...; rescinding an exclusion. If this occurs, the parents ¹⁰ , the governing board and the local authority, must be notified...; relevant,; and VSH. Further information on other actions that should take place following a cancelled excl	
55	Removed	p. 8; paragraph/item: Bullet; section: Part two: Changes in this edition When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must	No equivalent text in the July 2026 version	Text removed from the new version.	
56	Added	No equivalent text in the August 2024 version	p. 9; paragraph/item: Bullet; section: Part two: Changes in this Edition; sub-section: Guidance history	Text added in the new version.	Guidance history

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			governing board reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent		
57	Renumbering/reference/formatting	p. 8; paragraph/item: fn 5; section: Part two: Changes in this edition The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023	p. 9; paragraph/item: fn 9; section: Part two: Changes in this Edition; sub-section: Guidance history The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance history
58	Renumbering/reference/formatting	p. 8; paragraph/item: fn 6; section: Part two: Changes in this edition Parent if the pupil is under 18 or the excluded pupil, aged 18 or over	p. 9; paragraph/item: fn 10; section: Part two: Changes in this Edition; sub-section: Guidance history Parent if the pupil is under 18 or the excluded pupil, aged 18 or over	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance history
59	Added	No equivalent text in the August 2024 version	p. 10; paragraph/item: N/A; section: Part two: Changes in this Edition; sub-section: Guidance history exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged. Further information is set out in Part Eleven Updates made to this guidance in 2022 include:	Text added in the new version.	Guidance history

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
60	Added	No equivalent text in the August 2024 version	p. 10; paragraph/item: Bullet ; section: Part two: Changes in this Edition ; sub-section: Guidance history when headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable	Text added in the new version.	Guidance history
61	Substantially amended	p. 9; paragraph/item: N/A ; section: Part two: Changes in this edition be done regardless of the length of a suspension.	p. 10; paragraph/item: Bullet ; section: Part two: Changes in this Edition ; sub-section: Guidance history when headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension	Removed/replaced: suspension. / Added/replaced: • when headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay....; suspension	Guidance history
62	Minor wording/reference change	p. 9; paragraph/item: Bullet ; section: Part two: Changes in this edition Guidance on the role of a social worker and VSH, during governing board meetings and IRP meetings.	p. 10; paragraph/item: Bullet ; section: Part two: Changes in this Edition ; sub-section: Guidance history guidance on the role of a social worker and VSH, during governing board meetings and IRP meetings	Removed/replaced: Guidance; meetings. / Added/replaced: guidance; meetings	Guidance history
63	Minor wording/reference change	p. 9; paragraph/item: Bullet ; section: Part two: Changes in this edition Guidance on managed moves, what they are and how they should be used.	p. 10; paragraph/item: Bullet ; section: Part two: Changes in this Edition ; sub-section: Guidance history guidance on managed moves, what they are and how they should be used	Removed/replaced: Guidance; used. / Added/replaced: guidance; used	Guidance history

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
64	Minor wording/reference change	p. 9; paragraph/item: Bullet; section: Part two: Changes in this edition Clarified guidance on the use of off-site direction7 as a short term measure that can be used as part of a school's behaviour management strategy.	p. 10; paragraph/item: Bullet; section: Part two: Changes in this Edition; sub-section: Guidance history clarified guidance on the use of off-site direction11 as a short term measure that can be used as part of a school's behaviour management strategy	Removed/replaced: Clarified; direction7; strategy. / Added/replaced: clarified; direction11; strategy	Guidance history
65	Minor wording/reference change	p. 9; paragraph/item: Bullet; section: Part two: Changes in this edition Further guidance on the practice of involving pupils so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or permanent exclusion process, considering their age and ability to understand.	p. 10; paragraph/item: Bullet; section: Part two: Changes in this Edition; sub-section: Guidance history further guidance on the practice of involving pupils so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or permanent exclusion process, considering their age and ability to understand	Removed/replaced: Further; understand. / Added/replaced: further; understand	Guidance history
66	Minor wording/reference change	p. 9; paragraph/item: Bullet; section: Part two: Changes in this edition Guidance for governing boards to ensure that they review data to consider the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used when necessary as a last resort .8	p. 10; paragraph/item: Bullet; section: Part two: Changes in this Edition; sub-section: Guidance history guidance for governing boards to ensure that they review data to consider the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used when necessary as a last resort	Removed/replaced: Guidance; .8 / Added/replaced: guidance	Guidance history
74	Renumbering/reference/formatting	p. 9; paragraph/item: fn 7; section: Part two: Changes in this edition; sub-section: Duties under the Education and Inspections Act 2006 Section 29A Education Act 2002. The legal requirements and statutory	p. 10; paragraph/item: fn 11; section: Part two: Changes in this Edition; sub-section: Guidance history Section 29A Education Act 2002. The legal requirements and statutory guidance relating to this power are set	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;	Guidance history

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		guidance relating to this power are set out in guidance on alternative provision: https://www.gov.uk/government/publications/alternative-provision	out in guidance on alternative provision: https://www.gov.uk/government/publications/alternative-provision	numbering/reference formatting changed.	
75	Removed	p. 9; paragraph/item: fn 8; section: Part two: Changes in this edition; sub-section: Duties under the Education and Inspections Act 2006 Understanding your data: a guide for school governors and academy trustees - GOV.UK (www.gov.uk)	No equivalent text in the July 2026 version	Text removed from the new version.	Duties under the Education and Inspections Act 2006

Part three: The headteacher's power to suspend or permanently exclude

70 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
84	Minor wording/reference change	<p>p. 11; paragraph/item: 1; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion</p> <p>Only the headteacher¹⁴ of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.</p>	<p>p. 11; paragraph/item: 1; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion</p> <p>Only the headteacher¹⁴ of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded.</p>	Removed/replaced: year), / Added/replaced: year)	The headteacher's powers to use exclusion
85	Minor wording/reference change	<p>p. 11; paragraph/item: 4; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion</p> <p>Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.¹⁵ Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one,</p>	<p>p. 11; paragraph/item: 4; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion</p> <p>Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.¹⁵ Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a</p>	Added/replaced: a	The headteacher's powers to use exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
86	Minor wording/reference change	p. 12; paragraph/item: N/A; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: The headteacher’s powers to use exclusion a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider page 16 of the Behaviour in Schools guidance. Suspension16	p. 12; paragraph/item: N/A; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: The headteacher’s powers to use exclusion social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider page 16 of the Behaviour in Schools guidance.	Removed/replaced: a; Suspension16	The headteacher’s powers to use exclusion
87	Added	No equivalent text in the August 2024 version	p. 12; paragraph/item: Heading; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Suspension Suspension16	Text added in the new version.	Suspension
88	Amended	p. 12; paragraph/item: 10; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: The headteacher’s powers to use exclusion The law does not allow for extending a suspension or ‘converting’ a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension	p. 12; paragraph/item: 10; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Suspension The law does not allow for extending a suspension or ‘converting’ a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, for example where there has been further investigation of the pupil’s misconduct	Removed/replaced: a; suspension may be issued to begin immediately after; first suspension / Added/replaced: for example where there has been; investigation of; pupil’s misconduct	Suspension
89	Substantially amended	p. 13; paragraph/item: N/A; section: Part three: The headteacher’s power	p. 13; paragraph/item: N/A; section: Part three: The headteacher’s power	Removed/replaced: ends; or; Permanent exclusion /	Suspension

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion</p> <p>ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension. Permanent exclusion</p>	<p>to suspend or permanently exclude; sub-section: Suspension</p> <p>during the initial suspension and the headteacher has determined that the initial suspension was not an enough of a sufficient sanction, a further suspension may be issued to begin immediately after the first suspension ends. Or a permanent exclusion may be issued to begin immediately after the end of the suspension.</p>	<p>Added/replaced: during the initial suspension and the headteacher has determined that the initial suspension was not an enough of a s...</p>	
90	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 13; paragraph/item: Heading; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Permanent exclusion</p> <p>Permanent exclusion</p>	<p>Text added in the new version.</p>	<p>Permanent exclusion</p>
91	Minor wording/reference change	<p>p. 13; paragraph/item: 12; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion</p> <p>For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online</p>	<p>p. 13; paragraph/item: 12; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Permanent exclusion</p> <p>For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.</p>	<p>Removed/replaced: Cancelling exclusions</p>	<p>Permanent exclusion</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		pathways and the potential significance of SEND law. Cancelling exclusions			
92	Added	No equivalent text in the August 2024 version	p. 13; paragraph/item: Heading; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Cancelling exclusions Cancelling exclusions	Text added in the new version.	Cancelling exclusions
93	Minor wording/reference change	p. 13; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion The headteacher must notify the parents ¹⁹ , the governing board, the LA and the pupil's social worker and VSH as applicable, without delay ²⁰ . The notification must also provide the reason for the cancellation;	p. 13; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Cancelling exclusions the headteacher must notify the parents ¹⁹ , the governing board, the LA and the pupil's social worker and VSH as applicable, without delay ²⁰ . The notification must also provide the reason for the cancellation	Removed/replaced: The; cancellation; / Added/replaced: the; cancellation	Cancelling exclusions
94	Minor wording/reference change	p. 13; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion The governing board's duty to consider reinstatement ²¹ ceases, and there is no requirement to hold a meeting to consider reinstatement;	p. 13; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Cancelling exclusions the governing board's duty to consider reinstatement ²¹ ceases, and there is no requirement to hold a meeting to consider reinstatement	Removed/replaced: The; reinstatement; / Added/replaced: the; reinstatement	Cancelling exclusions
95	Removed	p. 13; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion	No equivalent text in the July 2026 version	Text removed from the new version.	The headteacher's powers to use exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the			
96	Minor wording/reference change	p. 13; paragraph/item: fn 21; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: The headteacher’s powers to use exclusion Paragraphs 97 to 107 provide information on when a governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil.	p. 13; paragraph/item: fn 21; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Cancelling exclusions Paragraphs 116 to 126 provide information on when a governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil.	Removed/replaced: 97; 107 / Added/replaced: 116; 126	Cancelling exclusions
97	Substantially amended	p. 14; paragraph/item: N/A; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: The headteacher’s powers to use exclusion exclusion being cancelled which should be arranged without delay;	p. 14; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Cancelling exclusions parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay	Removed/replaced: delay; / Added/replaced: • parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the headtea...; delay	Cancelling exclusions
98	Minor wording/reference change	p. 14; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: The headteacher’s powers to use exclusion The pupil must be allowed back into the school from which they were excluded without delay.	p. 14; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Cancelling exclusions the pupil must be allowed back into the school from which they were excluded without delay	Removed/replaced: The; delay. / Added/replaced: the; delay	Cancelling exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
99	Minor wording/reference change	p. 14; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year (see paragraph 6).	p. 14; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Cancelling exclusions any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year (see paragraph 6)	Removed/replaced: Any; 6). / Added/replaced: any; 6)	Cancelling exclusions
100	Amended	p. 14; paragraph/item: 14; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect. Setting a clear process for exclusions	p. 14; paragraph/item: 14; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Cancelling exclusions A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.	Removed/replaced: Setting a clear process for exclusions	Cancelling exclusions
101	Added	No equivalent text in the August 2024 version	p. 14; paragraph/item: Heading; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Setting a clear process for exclusions Setting a clear process for exclusions	Text added in the new version.	Setting a clear process for exclusions
102	Minor wording/reference change	p. 14; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's	p. 14; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Setting a clear process	Removed/replaced: schools; / Added/replaced: schools	Setting a clear process for exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		powers to use exclusion adopting a reliable method for monitoring the maximum 45 days permitted in a school year out of school due to exclusion, including suspensions received from other schools;	for exclusions adopting a reliable method for monitoring the maximum 45 days permitted in a school year out of school due to exclusion, including suspensions received from other schools		
103	Minor wording/reference change	p. 14; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion ensuring there is a formal process for informing parents, social worker and VSH (where relevant), governing board and local authority, clearly setting out all reasons for the exclusion;	p. 14; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Setting a clear process for exclusions ensuring there is a formal process for informing parents, social worker and VSH (where relevant), governing board and local authority, clearly setting out all reasons for the exclusion	Removed/replaced: exclusion; / Added/replaced: exclusion	Setting a clear process for exclusions
104	Minor wording/reference change	p. 14; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion providing up to date links to sources of impartial advice for parents;	p. 14; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Setting a clear process for exclusions providing up to date links to sources of impartial advice for parents	Removed/replaced: parents; / Added/replaced: parents	Setting a clear process for exclusions
105	Minor wording/reference change	p. 14; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: The headteacher's powers to use exclusion reintegrating pupils whose suspensions have ended or been cancelled and pupils whose permanent exclusions have been cancelled and supporting pupils' future behaviour;	p. 14; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Setting a clear process for exclusions reintegrating pupils whose suspensions have ended or been cancelled and pupils whose permanent exclusions have been cancelled and supporting pupils' future behaviour	Removed/replaced: behaviour; / Added/replaced: behaviour	Setting a clear process for exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
106	Minor wording/reference change	p. 14; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: The headteacher’s powers to use exclusion ensuring a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days.	p. 14; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Setting a clear process for exclusions ensuring a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days	Removed/replaced: days. / Added/replaced: days	Setting a clear process for exclusions
107	Minor wording/reference change	p. 14; paragraph/item: 16; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reasons and recording exclusions The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.	pp. 14-15; paragraph/item: 16; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reasons and recording exclusions The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:	Removed/replaced: exclusion. / Added/replaced: exclusion:	Reasons and recording exclusions
108	Renumbering/reference/formatting	p. 15; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reasons and recording exclusions Physical assault against a pupil	p. 15; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reasons and recording exclusions physical assault against a pupil	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Reasons and recording exclusions
109	Renumbering/reference/formatting	p. 15; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude;	p. 15; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude;	No substantive wording change identified after normalising	Reasons and recording exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		sub-section: Reasons and recording exclusions Physical assault against an adult	sub-section: Reasons and recording exclusions physical assault against an adult	paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	
110	Renumbering/reference/formatting	p. 15; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Reasons and recording exclusions Verbal abuse or threatening behaviour against a pupil	p. 15; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Reasons and recording exclusions verbal abuse or threatening behaviour against a pupil	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Reasons and recording exclusions
111	Renumbering/reference/formatting	p. 15; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Reasons and recording exclusions Verbal abuse or threatening behaviour against an adult	p. 15; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Reasons and recording exclusions verbal abuse or threatening behaviour against an adult	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Reasons and recording exclusions
112	Renumbering/reference/formatting	p. 15; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Reasons and recording exclusions Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy	p. 15; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Reasons and recording exclusions use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Reasons and recording exclusions
113	Renumbering/reference/formatting	p. 15; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Reasons and recording	p. 15; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Reasons and recording	No substantive wording change identified after normalising paragraph/footnote	Reasons and recording exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		exclusions Bullying	exclusions bullying	numbering and whitespace; numbering/reference formatting changed.	
114	Renumbering/reference/formatting	p. 15; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reasons and recording exclusions Racist abuse	p. 15; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reasons and recording exclusions racist abuse	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Reasons and recording exclusions
115	Renumbering/reference/formatting	p. 15; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reasons and recording exclusions Abuse against sexual orientation or gender reassignment	p. 15; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reasons and recording exclusions abuse against sexual orientation or gender reassignment	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Reasons and recording exclusions
116	Renumbering/reference/formatting	p. 15; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reasons and recording exclusions Abuse relating to disability	p. 15; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reasons and recording exclusions abuse relating to disability	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Reasons and recording exclusions
117	Amended	p. 16; paragraph/item: 20; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Off-rolling and unlawful exclusions	p. 16; paragraph/item: 20; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Off-rolling and unlawful exclusions	Removed/replaced: If any of these unlawful exclusions are carried out and lead to the deletion of	Off-rolling and unlawful exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		Any exclusion of a pupil, even for short periods, must be formally recorded. It would also be unlawful to exclude a pupil simply because they have SEN or a disability that the school feels it is unable to meet, or for a reason such as, academic attainment/ability; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. ²⁵ If any of these unlawful exclusions are carried out and lead to the deletion of a pupil's name from the register, this is known as 'off-rolling'. An informal or unofficial exclusion, such as sending a pupil home 'to cool off', is unlawful when it does not follow the formal school exclusion process and regardless of whether it occurs with the agreement of parents.	Any exclusion of a pupil, even for short periods, must be formally recorded. It would also be unlawful to exclude a pupil simply because they have SEN or a disability that the school feels it is unable to meet, or for a reason such as, academic attainment/ability; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. ²⁵	a pupil's name from the register, thi...	
118	Added	No equivalent text in the August 2024 version	p. 16; paragraph/item: 21; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Off-rolling and unlawful exclusions If any of these unlawful exclusions are carried out and lead to the deletion of a pupil's name from the register, this is known as 'off-rolling'. Further examples of off-rolling include:	Text added in the new version.	Off-rolling and unlawful exclusions
119	Amended	p. 16; paragraph/item: 21; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Off-rolling and unlawful	p. 16; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Off-rolling and unlawful	Removed/replaced: 21. A further example of off-rolling would be; to find;	Off-rolling and unlawful exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>exclusions A further example of off-rolling would be exercising undue influence over a parent to remove their child from the school under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or to find another school place.</p>	<p>exclusions exercising undue influence over a parent to remove their child from the school under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or another school place</p>	place. / Added/replaced: •; place	
120	Added	No equivalent text in the August 2024 version	<p>p. 16; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Off-rolling and unlawful exclusions moving a pupil to off-site AP where that is not in the best interests of that pupil</p>	Text added in the new version.	Off-rolling and unlawful exclusions
121	Added	No equivalent text in the August 2024 version	<p>p. 16; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Off-rolling and unlawful exclusions encouraging a post-16 student not to continue with their course of study when this is against the best interests of that pupil</p>	Text added in the new version.	Off-rolling and unlawful exclusions
122	Added	No equivalent text in the August 2024 version	<p>p. 16; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Off-rolling and unlawful exclusions sending a pupil home without a formal suspension regardless of whether it occurs with the agreement of parents</p>	Text added in the new version.	Off-rolling and unlawful exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
123	Added	No equivalent text in the August 2024 version	p. 16; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Off-rolling and unlawful exclusions placing a pupil on a part-time timetable for behavioural reasons	Text added in the new version.	Off-rolling and unlawful exclusions
124	Removed	p. 16; paragraph/item: 22; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Off-rolling and unlawful exclusions If a parent ²⁶ feels pressured into electively home educating their child or that the suspension or permanent exclusion procedures have not been followed, they can follow the school's complaints procedure with the governing board and in the case of a maintained school, the local authority. Ofsted considers any evidence of off-rolling and is likely to judge a school as inadequate if there is evidence that pupils' names have been removed from the school admission register without a formal permanent exclusion or by the school encouraging a parent to remove their child from the school, and leaders have taken insufficient action to address this.	No equivalent text in the July 2026 version	Text removed from the new version.	Off-rolling and unlawful exclusions
125	Added	No equivalent text in the August 2024 version	p. 16; paragraph/item: Bullet; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Off-rolling and unlawful exclusions	Text added in the new version.	Off-rolling and unlawful exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			Intentionally removing a pupil from the school roll without correctly following regulations		
126	Moved/repositioned	<p>p. 16; paragraph/item: Heading; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)</p> <p>Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)</p>	<p>p. 17; paragraph/item: Heading; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)</p> <p>Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)</p>	Removed/replaced: child-on-child / Added/replaced: child-on-child	Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)
127	Substantially amended	<p>p. 16; paragraph/item: 23; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)</p> <p>If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to</p>	<p>p. 16; paragraph/item: 22; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Off-rolling and unlawful exclusions</p> <p>If a parent feels pressured into electively home educating their child or that the suspension or permanent exclusion procedures have not been followed, they can follow the school's complaints procedure with the governing board and in the case of a maintained school, the local authority.</p>	Removed/replaced: 23.; there is an ongoing safeguarding investigation (whether; includes a criminal investigation; not) that may result; permanent exclusion; pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex a... / Added/replaced: 22.; a parent feels pressured into electively home educating their child or; the suspension; permanent exclusion procedures have not been followed, they can follow	Off-rolling and unlawful exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		safeguard and support children and their duty to provide an education.		the school's complaints procedure with the gov...; case; maintained school, the local authority.	
128	Substantially amended	<p>p. 16; paragraph/item: 24; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on- child abuse)</p> <p>Schools have a statutory duty to make arrangements for safeguarding and to promote the welfare of their pupils. As part of this duty, schools are required to have</p>	<p>p. 16; paragraph/item: 23; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Off-rolling and unlawful exclusions</p> <p>Ofsted considers any evidence of off-rolling. Where evidence is found that pupils' names have been removed from the school admission register without a formal permanent exclusion or that a school has encouraged parents to remove their child, and leaders have not taken sufficient action to address this, it may negatively affect the school's leadership and governance evaluation.</p>	<p>Removed/replaced: 24. Schools; statutory duty; make arrangements for safeguarding; promote; welfare of their pupils. As part of this duty, schools are required to have / Added/replaced: 23. Ofsted considers any evidence of off-rolling. Where evidence is found that pupils' names; been removed from the school admission register without; formal permanent exclusion or that a school has encouraged parents; remove their child;; leaders have not taken sufficient action; address this, it may negatively affect; school's leadership and gove</p>	Off-rolling and unlawful exclusions
129	Removed	<p>p. 16; paragraph/item: fn 26; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on- child</p>	No equivalent text in the July 2026 version	Text removed from the new version.	Safeguarding , including guidance concerning pupils who have abused another pupil

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>abuse) Parents cannot agree to waive the requirements of the Regulations and relevant regulations must always be followed when a pupil is made to leave or is forbidden from attending on disciplinary grounds.</p>			(commonly known as child-on-child abuse)
130	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 17; paragraph/item: 24; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse) If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school’s duty to safeguard and support children and their duty to provide an education.</p>	Text added in the new version.	Safeguarding , including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)
131	Amended	<p>p. 17; paragraph/item: N/A; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on- child</p>	<p>p. 17; paragraph/item: 25; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child</p>	Removed/replaced: Education.27 / Added/replaced: 25. Schools have a statutory duty to make arrangements for safeguarding and to	Safeguarding , including guidance concerning pupils who have abused another pupil

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>abuse) regard to guidance issued by the Secretary of State for Education and must have regard to Keeping Children Safe in Education.²⁷</p>	<p>abuse) Schools have a statutory duty to make arrangements for safeguarding and to promote the welfare of their pupils. As part of this duty, schools are required to have regard to guidance issued by the Secretary of State for Education and must have regard to Keeping Children Safe in Education (KCSIE).²⁶</p>	<p>promote the welfare of their pupils. A...; Education (KCSIE).²⁶</p>	<p>(commonly known as child-on-child abuse)</p>
132	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 17; paragraph/item: Heading; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Separation of pupils for safeguarding purposes Separation of pupils for safeguarding purposes</p>	<p>Text added in the new version.</p>	<p>Separation of pupils for safeguarding purposes</p>
133	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 17; paragraph/item: 26; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Separation of pupils for safeguarding purposes In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, the local authority must arrange education for the pupil if the school itself or the pupil’s parent does not do so²⁷. This is not an exclusion on disciplinary grounds.</p>	<p>Text added in the new version.</p>	<p>Separation of pupils for safeguarding purposes</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
134	Added	No equivalent text in the August 2024 version	<p>p. 17; paragraph/item: 27; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Separation of pupils for safeguarding purposes</p> <p>The school should inform parents of the reason why the pupil has been temporarily forbidden from attending its premises and in conjunction with the designated safeguarding lead (or a deputy). The governing board should also be notified without delay and ensure this is used for rare circumstances and only when separating pupils is essential and cannot practicably be done in a way that lets one or more pupils remain on school premises.</p>	Text added in the new version.	Separation of pupils for safeguarding purposes
135	Added	No equivalent text in the August 2024 version	<p>p. 17; paragraph/item: 28; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Separation of pupils for safeguarding purposes</p> <p>It is important to note that in physically separating a pupil from one or more other pupils schools must specifically consider their duties under the Human Rights Act 1998 and the Equality Act 2010 and the Keeping children safe in education guidance. The public law principles of acting reasonably, rationally and in a procedurally fair manner must also be followed. Schools have a pivotal role to play in multi-</p>	Text added in the new version.	Separation of pupils for safeguarding purposes

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			<p>agency safeguarding arrangements. Safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. Working Together to Safeguard Children is very clear that all schools (including those in multi-academy trusts) in the local area should be fully engaged, involved, and included in safeguarding arrangements. Ultimately, any</p>		
136	Added	No equivalent text in the August 2024 version	<p>p. 17; paragraph/item: fn 27; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Separation of pupils for safeguarding purposes Section 19 of the Education Act 1996</p>	Text added in the new version.	Separation of pupils for safeguarding purposes
137	Amended	<p>p. 17; paragraph/item: 25; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on- child abuse) Furthermore, schools have a statutory duty to cooperate with safeguarding partners. Equally, safeguarding partners are expected to name schools as relevant agencies and engage with them in a meaningful way. Ultimately, any decisions are for the school to make on a case by case basis, with the designated safeguarding lead (or a</p>	<p>p. 18; paragraph/item: N/A; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Separation of pupils for safeguarding purposes decisions, including to temporarily forbid a pupil from attending its premises for safeguarding reasons, are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a lead role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.</p>	Removed/replaced: 25. Furthermore, schools have; statutory duty to cooperate with; partners. Equally, safeguarding partners are expected to name schools as relevant agencies and engage with them in a ...; case by case; leading / Added/replaced: decisions, including to temporarily forbid; pupil from attending its premises for; reasons,; case-by-case; lead	Separation of pupils for safeguarding purposes

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.			
138	Amended	<p>p. 17; paragraph/item: 26; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)</p> <p>Section 5 of Keeping Children Safe in Education sets out the safeguarding process for cases of reports that relate to rape or assault by penetration and those that lead to a conviction or caution: "When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case by case basis." As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools should follow general safeguarding principles as found in Keeping Children Safe in Education.</p>	<p>p. 18; paragraph/item: 29; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Separation of pupils for safeguarding purposes</p> <p>Part 5 of KCSIE provides schools with robust information on managing reports of child-on-child sexual violence and harassment, sets out the legal duties placed on schools and also provides advice on a whole school approach to preventing sexual violence and sexual harassment: "When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis." As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools should follow general safeguarding principles as set out in KCSIE.</p>	<p>Removed/replaced: 26. Section; Keeping Children Safe in Education; safeguarding process for cases of reports that relate; rape or assault by penetration; those that lead to a conviction or caution;; case by case; found; Keeping Children Safe in Education. / Added/replaced: 29. Part; KCSIE provides schools with robust information on managing reports of child-on-child sexual violence and harassment;; legal duties placed on schools and also provides advice on a whole school approach; preventing sexual violence; sexual harassment;; case-by-case; set out; KCSIE.</p>	Separation of pupils for safeguarding purposes
139	Amended	<p>p. 17; paragraph/item: Heading; section: Part three: The headteacher's power to suspend or</p>	<p>p. 18; paragraph/item: Heading; section: Part three: The headteacher's power to suspend or</p>	<p>Removed/replaced: suspension or / Added/replaced:</p>	Reintegration after a suspension,

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>permanently exclude; sub-section: Reintegration after a suspension or off-site direction Reintegration after a suspension or off-site direction</p>	<p>permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes Reintegration after a suspension, off-site direction or separation for safeguarding purposes</p>	suspension,; or separation for safeguarding purposes	off-site direction or separation for safeguarding purposes
140	Minor wording/reference change	<p>p. 17; paragraph/item: 27; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension (this may also be after a cancelled exclusion) or period of off-site direction (see paragraphs 36 to 47). They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.</p>	<p>p. 18; paragraph/item: 30; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension (this may also be after a cancelled exclusion) or period of off-site direction (see paragraphs 39 to 54) or separation for safeguarding purposes (see paragraphs 26 to 29). They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.</p>	Removed/replaced: 27.; 36; 47). / Added/replaced: 30.; 39; 54) or separation for safeguarding purposes (see paragraphs 26 to 29).	Reintegration after a suspension, off-site direction or separation for safeguarding purposes
141	Renumbering/reference/for matting	<p>p. 17; paragraph/item: 28; section: Part three: The headteacher’s power to suspend or permanently exclude;</p>	<p>p. 18; paragraph/item: 31; section: Part three: The headteacher’s power to suspend or permanently exclude;</p>	No substantive wording change identified after normalising	Reintegration after a suspension,

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>sub-section: Reintegration after a suspension or off-site direction The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. It is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.</p>	<p>sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. It is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.</p>	<p>paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>off-site direction or separation for safeguarding purposes</p>
142	Moved/repositioned	<p>p. 17; paragraph/item: fn 27; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction Section 175 Education Act 2002.</p>	<p>p. 17; paragraph/item: fn 26; section: Part three: The headteacher's power to suspend or permanently exclude; sub-section: Separation of pupils for safeguarding purposes Section 175 Education Act 2002.</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>Separation of pupils for safeguarding purposes</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
143	Renumbering/reference/formatting	<p>p. 18; paragraph/item: 29; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction</p> <p>Where necessary, schools should work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs.</p>	<p>p. 18; paragraph/item: 32; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes</p> <p>Where necessary, schools should work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Reintegration after a suspension, off-site direction or separation for safeguarding purposes
144	Renumbering/reference/formatting	<p>p. 18; paragraph/item: 30; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction</p> <p>A part-time timetable should not be used to manage a pupil’s behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time education, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing a part-time timetable with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and must take</p>	<p>p. 19; paragraph/item: 33; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes</p> <p>A part-time timetable should not be used to manage a pupil’s behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time education, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing a part-time timetable with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Reintegration after a suspension, off-site direction or separation for safeguarding purposes

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		the appropriate steps for a leave of absence ²⁸ .	to a pupil being absent from school for part of the week or day and must take the appropriate steps for a leave of absence ²⁸ .		
145	Renumbering/reference/formatting	p. 18; paragraph/item: 31; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction Schools can consider a range of measures to enable the pupil’s successful reintegration which can include, but are not limited to:	p. 19; paragraph/item: 34; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes Schools can consider a range of measures to enable the pupil’s successful reintegration which can include, but are not limited to:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Reintegration after a suspension, off-site direction or separation for safeguarding purposes
146	Minor wording/reference change	p. 18; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;	p. 19; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school	Removed/replaced: Maintaining; school; / Added/replaced: maintaining; school	Reintegration after a suspension, off-site direction or separation for safeguarding purposes
147	Minor wording/reference change	p. 18; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction Daily contact with a designated pastoral professional in school;	p. 19; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes	Removed/replaced: Daily; school; / Added/replaced: daily; school	Reintegration after a suspension, off-site direction or separation for

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			daily contact with a designated pastoral professional in school		safeguarding purposes
148	Minor wording/reference change	<p>p. 18; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction</p> <p>Use of a report card with personalised targets leading to personalised rewards;</p>	<p>p. 19; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes</p> <p>use of a report card with personalised targets leading to personalised rewards</p>	Removed/replaced: Use; rewards; / Added/replaced: use; rewards	Reintegration after a suspension, off-site direction or separation for safeguarding purposes
149	Minor wording/reference change	<p>p. 18; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction</p> <p>Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;</p>	<p>p. 19; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes</p> <p>ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress</p>	Removed/replaced: Ensuring; progress; / Added/replaced: ensuring; progress	Reintegration after a suspension, off-site direction or separation for safeguarding purposes
150	Minor wording/reference change	<p>p. 18; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction</p> <p>Planned pastoral interventions;</p>	<p>p. 19; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes</p> <p>planned pastoral interventions</p>	Removed/replaced: Planned; interventions; / Added/replaced: planned; interventions	Reintegration after a suspension, off-site direction or separation for safeguarding purposes

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
151	Minor wording/reference change	p. 18; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction Mentoring by a trusted adult or a local mentoring charity;	p. 19; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes mentoring by a trusted adult or a local mentoring charity	Removed/replaced: Mentoring; charity; / Added/replaced: mentoring; charity	Reintegration after a suspension, off-site direction or separation for safeguarding purposes
152	Minor wording/reference change	p. 18; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;	p. 19; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage	Removed/replaced: Regular; stage; / Added/replaced: regular; stage	Reintegration after a suspension, off-site direction or separation for safeguarding purposes
153	Minor wording/reference change	p. 18; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension or off-site direction Informing the pupil, parents and staff of potential external support.	p. 19; paragraph/item: Bullet; section: Part three: The headteacher’s power to suspend or permanently exclude; sub-section: Reintegration after a suspension, off-site direction or separation for safeguarding purposes informing the pupil, parents and staff of potential external support	Removed/replaced: Informing; support. / Added/replaced: informing; support	Reintegration after a suspension, off-site direction or separation for safeguarding purposes

Part four: Factors to consider before making a decision to exclude

79 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
154	Amended	<p>p. 19; paragraph/item: 32; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion</p> <p>In addition to the strategies set out regarding initial intervention (this can be found on page 27 of the Behaviour in Schools guidance), headteachers should also consider the following: a) an off-site direction (temporary measure that maintained schools and academies for similar purposes can use) or b) managed moves (permanent measure) as preventative measures to exclusion.</p>	<p>p. 20; paragraph/item: 35; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion</p> <p>In addition to the strategies set out regarding initial intervention (this can be found on page 27 of the Behaviour in Schools guidance), headteachers should also consider the following: a) an off-site direction (temporary measure) or b) managed moves (permanent move) as preventative measures to permanent exclusion. Headteachers considering either of these options should ensure the pupil is supported to share their view and kept informed of how this is taken into account in the decision-making process.</p>	<p>Removed/replaced: 32.; measure that maintained schools and academies for similar purposes can use); measure) /</p> <p>Added/replaced: 35.; measure); move); permanent; Headteachers considering either of these options should ensure the pupil is supported to share their view and kept in...</p>	Preventative measures to school exclusion
155	Renumbering/reference/formatting	<p>p. 19; paragraph/item: 33; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion</p> <p>Any use of alternative provision should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a</p>	<p>p. 20; paragraph/item: 36; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion</p> <p>Any use of alternative provision should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	Preventative measures to school exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		sanction or punishment for past misconduct. Off-site direction should only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.	sanction or punishment for past misconduct. Off-site direction should only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.		
156	Amended	p. 19; paragraph/item: 34; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion The following must have regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies	p. 20; paragraph/item: 37; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion The following must have regard to the Arranging Alternative Provision: A Guide for Local Authorities and Schools:	Removed/replaced: 34.; Statutory guidance; local authorities, headteachers; governing bodies / Added/replaced: 37.; Arranging; A Guide; Local Authorities; Schools:	Preventative measures to school exclusion
157	Minor wording/reference change	p. 19; paragraph/item: Bullet; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion a local authority arranging suitable education under section 19 of the Education Act 1996;	p. 20; paragraph/item: Bullet; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion a local authority arranging suitable education under section 19 of the Education Act 1996	Removed/replaced: 1996; / Added/replaced: 1996	Preventative measures to school exclusion
158	Minor wording/reference change	p. 19; paragraph/item: Bullet; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion the governing body of a maintained school making or reviewing an off-site direction under section 29A of the Education Act 2002; and	p. 20; paragraph/item: Bullet; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion the governing body of a maintained school making or reviewing an off-site direction under section 29A of the Education Act 2002 and	Removed/replaced: 2002; / Added/replaced: 2002	Preventative measures to school exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
159	Minor wording/reference change	<p>p. 19; paragraph/item: Bullet; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion</p> <p>the governing body or academy trust of a maintained school, academy school or alternative provision academy arranging suitable education for a suspended pupil under section 100 of the Education and Inspections Act 2006.</p>	<p>p. 20; paragraph/item: Bullet; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion</p> <p>the governing body or academy trust of a maintained school, academy school or alternative provision academy arranging suitable education for a suspended pupil under section 100 of the Education and Inspections Act 2006</p>	Removed/replaced: 2006. / Added/replaced: 2006	Preventative measures to school exclusion
160	Renumbering/reference/formatting	<p>p. 19; paragraph/item: 35; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion</p> <p>The nature of the intervention, its objectives, and the timeline to achieve these objectives should be clearly defined and agreed with the alternative provision upfront. The plan should then be frequently monitored and reviewed. Pupils must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling.</p>	<p>p. 20; paragraph/item: 38; section: Part four: Factors to consider before making a decision to exclude; sub-section: Preventative measures to school exclusion</p> <p>The nature of the intervention, its objectives, and the timeline to achieve these objectives should be clearly defined and agreed with the alternative provision upfront. The plan should then be frequently monitored and reviewed. Pupils must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Preventative measures to school exclusion
161	Amended	<p>p. 20; paragraph/item: 36; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour.²⁹ Whilst the</p>	<p>p. 21; paragraph/item: 39; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>Off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. A governing board²⁹ is</p>	Removed/replaced: 36.; governing board of a maintained school requires a; behaviour. ²⁹ Whilst; legislation does not apply to academies, they can arrange off-site provision for such purposes under	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, a pupil must be recorded in the attendance register using code D. This code is used to indicate that the pupil is absent with leave to attend the other school at which they are registered. Further information on how schools record pupils who are absent from the school site for certain educational activities or to attend other schools or settings can be found in the attendance guidance: Working together to improve school attendance.</p>	<p>responsible for arranging off-site direction under the law³⁰. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, a pupil must be recorded in the attendance register using code D. This code is used to indicate that the pupil is absent with leave to attend the other school at which they are registered. Further information on how schools record pupils who are absent from the school site for certain educational activities or to attend other schools or settings can be found in the attendance guidance: Working together to improve school attendance.</p>	<p>their general po... / Added/replaced: 39.; is required; temporarily; behaviour. A governing board²⁹ is responsible for arranging off-site direction under; law³⁰.</p>	
162	Renumbering/reference/for matting	<p>p. 20; paragraph/item: 37; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction When possible, in school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.</p>	<p>p. 21; paragraph/item: 40; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction When possible, in school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
163	Renumbering/reference/formatting	<p>p. 20; paragraph/item: 38; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement.</p>	<p>p. 21; paragraph/item: 41; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Off-site direction
164	Amended	<p>p. 20; paragraph/item: 39; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>The governing body of a maintained school must comply with the Education (Educational Provision for Improving Behaviour) Regulations 201030 and must have regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies. Whilst the alternative provision guidance section does legally apply to</p>	<p>p. 21; paragraph/item: 42; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>The governing board must comply with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 202631 and must have regard to the Arranging Alternative Provision: A Guide for Local Authorities and Schools.</p>	Removed/replaced: 39.; body of a maintained school; 201030; the; Statutory guidance; local authorities, headteachers; governing bodies. Whilst the alternative provision guidance section does legally apply to maintained schools, academy... / Added/replaced: 42.; board; (Application to Academies and Pupil Referral Units and Minor	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		maintained schools, academy trusts are also encouraged to follow this guidance.		Amendments); 202631; the. Arranging; A Guide; Local Authorities; Schools.	
165	Added	No equivalent text in the August 2024 version	p. 21; paragraph/item: 43; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction From 26 July 2026, management committees of pupil referral units can also make off- site directions. If they do, they must follow the same procedural requirements as maintained schools and academies, as set out in the Education (Educational Provision for Improving Behaviour) (England) Regulations 2010 and applied by the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.	Text added in the new version.	Off-site direction
166	Added	No equivalent text in the August 2024 version	p. 21; paragraph/item: fn 29; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction The term governing board within this section, refers to governing bodies of maintained schools, the proprietors of academy schools and AP academies and the management committees of PRUs	Text added in the new version.	Off-site direction
167	Added	No equivalent text in the August 2024 version	p. 21; paragraph/item: fn 30; section: Part four: Factors to consider before making a decision to exclude; sub-	Text added in the new version.	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			section: Off-site direction Section 29A of the Education Act 2002 and Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.		
168	Added	No equivalent text in the August 2024 version	p. 21; paragraph/item: fn 31; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction The Education (Educational Provision for Improving Behaviour) Regulations 2010 as amended and modified by the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.	Text added in the new version.	Off-site direction
169	Minor wording/reference change	p. 20; paragraph/item: 40; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction The statutory guidance covers objectives and timeframes with appropriate monitoring of progress. For maintained schools, the governing body must ensure that parents (or pupils aged 18 or over) (and the local authority if the pupil has an Education, Health and Care (EHC) plan) are notified in writing and provided with information about the placement ³¹ as soon as practicable after the direction has been made and no later than two school days before the relevant day.	p. 22; paragraph/item: 44; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction The statutory guidance covers objectives and timeframes with appropriate monitoring of progress. The governing board must ensure that parents (or pupils aged 18 or over) (and the local authority if the pupil has an Education, Health and Care (EHC) plan) are notified in writing and provided with information about the placement ³² as soon as practicable after the direction has been made and no later than two school days before the relevant day.	Removed/replaced: 40.; For maintained schools, the; body; placement ³¹ / Added/replaced: 44.; The; board; placement ³²	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
170	Substantially amended	p. 20; paragraph/item: fn 29; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction Section 29A of the Education Act 2002.	p. 22; paragraph/item: 45; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction This notice must include the following information:	Removed/replaced: 29 Section 29A of; Education Act 2002. / Added/replaced: 45. This notice must include; following information:	Off-site direction
171	Substantially amended	p. 20; paragraph/item: fn 30; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction The Education (Educational Provision for Improving Behaviour) Regulations 2010.	p. 22; paragraph/item: Bullet; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction the address at which the educational provision is to be provided for the pupil	Removed/replaced: 30 The Education (Educational Provision; Improving Behaviour) Regulations 2010. / Added/replaced: • the address at which the educational provision is to be provided; the pupil	Off-site direction
172	Added	No equivalent text in the August 2024 version	p. 22; paragraph/item: Bullet; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction the person to whom the pupil should report to on first attending that address for the purposes of receiving the educational provision	Text added in the new version.	Off-site direction
173	Added	No equivalent text in the August 2024 version	p. 22; paragraph/item: Bullet; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction the number of days for which the requirement is to be imposed	Text added in the new version.	Off-site direction
174	Added	No equivalent text in the August 2024 version	p. 22; paragraph/item: Bullet; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction	Text added in the new version.	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			<p>the reasons for, and objectives of, imposing the requirement; and in relation to the educational provision: o where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and ends, or o where a single session per day is provided, the times at which the session commences and ends</p>		
175	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 22; paragraph/item: 47; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan must be kept under review by the governing board who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, a governing board must give a written invitation to parents³³ (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to</p>	Text added in the new version.	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
176	Renumbering/reference/formatting	p. 20; paragraph/item: fn 31; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction Regulation 3 of the Education (Educational Provision for Improving Behaviour) Regulations 2010 as amended.	p. 22; paragraph/item: fn 32; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction Regulation 3 of the Education (Educational Provision for Improving Behaviour) Regulations 2010 as amended.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Off-site direction
177	Added	No equivalent text in the August 2024 version	p. 22; paragraph/item: fn 33; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	Text added in the new version.	Off-site direction
178	Moved/repositioned	p. 21; paragraph/item: 41; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction Parents (or pupils aged 18 or over) and, where the pupil has an EHC plan, the local authority can request, in writing, that the governing body hold a review meeting. When this happens, governing bodies must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.	p. 22; paragraph/item: 46; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction Parents (or pupils aged 18 or over) and, where the pupil has an EHC plan, the local authority can request, in writing, that the governing body hold a review meeting. When this happens, governing bodies must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Off-site direction
179	Substantially amended	p. 21; paragraph/item: 42; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction The length of time a pupil spends in another mainstream school or	p. 23; paragraph/item: N/A; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction whether off-site direction should continue to have effect. ³⁴ The	Removed/replaced: 42. The length of time a pupil spends in another mainstream school or alternative provision and the reintegration pla...;	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>alternative provision and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, a governing body must give a written invitation to parents³² (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect.³³ The governing body must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent.</p>	<p>governing board must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent or the pupil if they are aged 18 or over.</p>	<p>effect.³³; body; parent. / Added/replaced: effect.³⁴; board; parent or the pupil if they are aged 18 or over.</p>	
180	Minor wording/reference change	<p>p. 21; paragraph/item: 43; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>The governing body must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time.³⁴ The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the</p>	<p>p. 23; paragraph/item: 48; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>The governing board must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time.³⁵ The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the</p>	<p>Removed/replaced: 43.; body; time.³⁴ / Added/replaced: 48.; board; time.³⁵</p>	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		next review will be and who should be involved in the reviews.	next review will be and who should be involved in the reviews.		
181	Renumbering/reference/formatting	<p>p. 21; paragraph/item: 44; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>For example, review meetings should take place between the school, parents, the pupil, and other agencies e.g. a pupil’s social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil’s ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives.</p>	<p>p. 23; paragraph/item: 49; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>For example, review meetings should take place between the school, parents, the pupil, and other agencies e.g. a pupil’s social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil’s ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Off-site direction
182	Minor wording/reference change	<p>p. 21; paragraph/item: 45; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>The governing body must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review</p>	<p>p. 23; paragraph/item: 50; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>The governing board must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting.36</p>	Removed/replaced: 45.; body / Added/replaced: 50.; board; meeting.36	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
183	Added	No equivalent text in the August 2024 version	<p>p. 23; paragraph/item: 51; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>To support a pupil with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a pupil with a disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).</p>	Text added in the new version.	Off-site direction
184	Substantially amended	<p>p. 21; paragraph/item: fn 32; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.</p>	<p>p. 23; paragraph/item: 52; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>The length of time a pupil spends in another mainstream school or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour.</p>	<p>Removed/replaced: 32 Parent if; pupil is under 18 or the excluded pupil, aged 18 or over. /</p> <p>Added/replaced: 52. The length of time a pupil spends in another mainstream school or alternative provision will depend on what best ...; pupil's needs and potential improvement in behaviour.</p>	Off-site direction
185	Renumbering/reference/for matting	p. 21; paragraph/item: fn 33; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction	p. 23; paragraph/item: fn 34; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction	No substantive wording change identified after normalising paragraph/footnote	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		Regulation 5 of the Education (Educational Provision for Improving Behaviour) Regulations 2010 as amended.	Regulation 5 of the Education (Educational Provision for Improving Behaviour) Regulations 2010 as amended.	numbering and whitespace; numbering/reference formatting changed.	
186	Amended	<p>p. 21; paragraph/item: fn 34; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>The governing body must take into account the views of any persons (the relevant person, the provider, the head teacher of the school, a representative of the governing body; and where the pupil has a statement of special educational needs, a representative of the local authority maintaining the statement referred to in regulation) who have attended the review meeting or have submitted their views in writing.</p>	<p>p. 23; paragraph/item: fn 35; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>The governing body, proprietor or management committee must take into account the views of any persons (the relevant person, the provider, the head teacher of the school, a representative of the governing body, proprietor or management committee; and where the pupil has a statement of special educational needs, a representative of the local authority maintaining the statement referred to in regulation) who have attended the review meeting or have submitted their views in writing.</p>	Removed/replaced: 34; body; body; / Added/replaced: 35; body, proprietor or management committee; body, proprietor or management committee;	Off-site direction
187	Added	No equivalent text in the August 2024 version	<p>p. 24; paragraph/item: 53; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>The referring school and the new school should ensure that the off-site direction has been preceded by all relevant information sharing between the referring school, the new school and local authority as appropriate, including, data on prior and current attainment, academic potential, a current risk assessment, and advice on effective</p>	Text added in the new version.	Off-site direction

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			ongoing risk management and/or other pupil support strategies.		
188	Added	No equivalent text in the August 2024 version	<p>p. 24; paragraph/item: 54; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction</p> <p>Prior to any off-site direction, the original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments. It is also critical for information sharing to take place between the referring school and new school in all circumstances and in advance of the off-site direction to ensure the pupil is protected.</p>	Text added in the new version.	Off-site direction
189	Added	No equivalent text in the August 2024 version	<p>p. 24; paragraph/item: Heading; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction placements which have been arranged by academy schools and AP academies before 26 July 2026</p> <p>Off-site direction placements which have been arranged by academy schools and AP academies before 26 July 2026</p>	Text added in the new version.	Off-site direction placements which have been arranged by academy schools and AP academies before 26 July 2026
190	Added	No equivalent text in the August 2024 version	p. 24; paragraph/item: 55; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction placements	Text added in the new version.	Off-site direction placements which have

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			<p>which have been arranged by academy schools and AP academies before 26 July 2026</p> <p>Where an off-site direction or relevant placement was imposed by an academy school or AP academy before 26 July 2026, and the pupil remains on that placement on or after this date, the academy trust must provide the parent (or pupil aged 18 or over, and the local authority where the pupil has an EHC plan) with written notice of the requirement (including all the prescribed information except the details of the person to whom the pupil should report on first attending) as soon as practicable on or after 26 July 2026, and no fewer than six days before the first review meeting³⁷. The notice must include the information set out in paragraph 45 of this guidance. For placements that were already in place before 26 July 2026 and continue beyond that date, the notice does not need to include details of the person to whom the pupil should first report on attending the placement.</p>		<p>been arranged by academy schools and AP academies before 26 July 2026</p>
191	Removed	<p>p. 22; paragraph/item: N/A; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction meeting.³⁵</p>	<p>No equivalent text in the July 2026 version</p>	<p>Text removed from the new version.</p>	<p>Off-site direction</p>
192	Substantially amended	<p>p. 22; paragraph/item: 46; section: Part four: Factors to consider before making a decision to exclude; sub-</p>	<p>p. 24; paragraph/item: 56; section: Part four: Factors to consider before making a decision to exclude; sub-</p>	<p>Removed/replaced: 46. To support; pupil with reintegration into their</p>	<p>Off-site direction placements</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>section: Off-site direction To support a pupil with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a pupil with a disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).</p>	<p>section: Off-site direction placements which have been arranged by academy schools and AP academies before 26 July 2026 The trust must hold the first review meeting as soon as reasonably practicable after 1 August 2026, regardless of whether a review meeting has been held in the previous 10 weeks. Subsequent review meetings must then be held as normal, i.e. at intervals the trust considers appropriate, having regard to the pupil's needs. The trust must also ensure, so far as practicable, that the review meeting is arranged at a date and time suitable for the parent (or pupil aged 18 or over). If the parent or pupil aged 18 or over, or the local authority where the pupil has an EHC plan, request a review meeting and there has not been one within the 10 weeks before the request was made, the trust must hold a review meeting as soon as reasonably practicable after 1 August 2026.</p>	<p>referring school, the focus of intervention whilst off-site should remain on ensu...; moved off- site,; duties under; Equality Act 2010; Children; Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet S... / Added/replaced: 56. The trust must hold the first review meeting as soon as reasonably practicable after 1 August 2026, regardless of...; review meeting; held in; previous 10 weeks. Subsequent review meetings must then be held as normal, i.e. at intervals; trust considers appropriate, having regard to the pupil's needs. The trust must also ensure, so far as practi</p>	<p>which have been arranged by academy schools and AP academies before 26 July 2026</p>
193	Substantially amended	<p>p. 22; paragraph/item: 47; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction The length of time a pupil spends in another mainstream school or alternative provision will depend on what</p>	<p>p. 24; paragraph/item: 57; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction placements which have been arranged by academy schools and AP academies before 26 July 2026 An invitation to attend the review</p>	<p>Removed/replaced: 47. The length of time a pupil spends in another mainstream school; alternative provision will depend; what best supports; pupil's needs and potential improvement</p>	<p>Off-site direction placements which have been arranged by academy schools and</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		best supports the pupil's needs and potential improvement in behaviour.	meeting or to submit written views on whether the off-site direction should continue must be sent at least six days before the scheduled	in behaviour. / Added/replaced: 57. An invitation to attend the review meeting; to submit written views; whether; off-site direction should continue must be sent at least six days before the scheduled	AP academies before 26 July 2026
194	Added	No equivalent text in the August 2024 version	p. 24; paragraph/item: fn 37; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction placements which have been arranged by academy schools and AP academies before 26 July 2026 Regulation 5 The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.	Text added in the new version.	Off-site direction placements which have been arranged by academy schools and AP academies before 26 July 2026
195	Added	No equivalent text in the August 2024 version	p. 25; paragraph/item: N/A; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction placements which have been arranged by academy schools and AP academies before 26 July 2026 meeting. The invitation must make clear that written views need to be submitted before the date of the meeting.	Text added in the new version.	Off-site direction placements which have been arranged by academy schools and AP academies before 26 July 2026

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
196	Amended	<p>p. 22; paragraph/item: 48; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves</p> <p>A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in 36 to 47) should be used. Managed moves should only occur when it is in the pupil's best interests.</p>	<p>p. 25; paragraph/item: 58; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves</p> <p>A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the pupil's best interests.</p>	<p>Removed/replaced: 48.; voluntary; involved, including; school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in ... / Added/replaced: 58.; voluntary, offered as part of a planned intervention; involved (including; school).</p>	Managed moves
197	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 25; paragraph/item: 59; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves</p> <p>Once a pupil undergoes a managed move, the pupil moves permanently from the original school to the new school, and the pupil's name should be deleted from the original school's admission register and added to the admission register of the new school. Where a managed move follows a period of off-site direction, the pupil will already have been registered at the school where they are receiving education off-site; in these circumstances, the deletion from the</p>	<p>Text added in the new version.</p>	Managed moves

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			original school's register only takes place when the move becomes permanent. The pupil should be registered at one school only.		
198	Added	No equivalent text in the August 2024 version	p. 25; paragraph/item: 60; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves The law does not allow for a 'trial admissions' or 'trial managed move'. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 39 to 54) should be used. The required review of an off-site direction placement may identify alternative options, which includes a permanent managed move (for pupils placed in a mainstream school). If a managed move is agreed, the pupil's name must be removed from the original school's admission register in line with the required process.	Text added in the new version.	Managed moves
199	Minor wording/reference change	p. 22; paragraph/item: 49; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there	p. 25; paragraph/item: 61; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there	Removed/replaced: 49.; plan.36 / Added/replaced: 61.; plan.38	Managed moves

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		should be a managed move, the local authority will need to follow the statutory procedures for amending a plan. ³⁶	should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.³⁸		
200	Removed	<p>p. 22; paragraph/item: 50; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves</p> <p>Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.</p>	<p>No equivalent text in the July 2026 version</p>	Text removed from the new version.	Managed moves
201	Amended	<p>p. 22; paragraph/item: 51; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves</p> <p>The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective</p>	<p>p. 25; paragraph/item: 62; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves</p> <p>The original school and the new school should ensure that the managed move has been preceded by all relevant information sharing between the original school, the new school and local authority as appropriate, including, data on prior and current attainment, academic potential, a current risk assessment, and advice on effective ongoing risk management and/or other pupil support strategies.</p>	Removed/replaced: 51.; should be; the new school, including; assessment; It is also important for the new school to ensure that the pupil is provided with an effective / Added/replaced: 62.; original school and the new school should ensure that the; has been; all relevant; school, the new; local authority as appropriate, including;; current; assessment;; ongoing; and/or other pupil support	Managed moves

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
202	Moved/repositioned	p. 22; paragraph/item: fn 35; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves Regulation 6 of the Education (Educational Provision for Improving Behaviour) Regulations 2010 as amended.	p. 23; paragraph/item: fn 36; section: Part four: Factors to consider before making a decision to exclude; sub-section: Off-site direction Regulation 6 of the Education (Educational Provision for Improving Behaviour) Regulations 2010 as amended.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Off-site direction
203	Renumbering/reference/formatting	p. 22; paragraph/item: fn 36; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves The processes for amending a plan are set out in sections 37 and 44 of the Children and Families Act	p. 25; paragraph/item: fn 38; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves The processes for amending a plan are set out in sections 37 and 44 of the Children and Families Act	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Managed moves
204	Added	No equivalent text in the August 2024 version	p. 26; paragraph/item: 63; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves Prior to any managed move, the original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments. It is also critical for information sharing to take place between the original and new school in all circumstances and in advance of the managed move to ensure the pupil is protected.	Text added in the new version.	Managed moves
205	Removed	p. 23; paragraph/item: N/A; section: Part four: Factors to consider before	No equivalent text in the July 2026 version	Text removed from the new version.	Managed moves

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>making a decision to exclude; sub-section: Managed moves integration strategy.</p>			
206	Minor wording/reference change	<p>p. 23; paragraph/item: 52; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves If a parent believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure with the governing board and, where appropriate, the local authority. Within the school inspections framework37, under leadership and management, Ofsted will consider any evidence found of a parent being pressured into a managed move that has resulted in off-rolling and is likely to judge a school as inadequate on the basis of such evidence.</p>	<p>p. 26; paragraph/item: 64; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves If a parent believes that they are being pressured into a managed move or is unhappy with a proposed managed move, they can take up the issue through the school's formal complaints procedure with the governing board and, where appropriate, the local authority. Within the school inspections framework39, under leadership and management, Ofsted will consider any evidence found of a parent being pressured into a managed move that has resulted in off-rolling and is likely to judge a school as inadequate on the basis of such evidence.</p>	<p>Removed/replaced: 52.; framework37, / Added/replaced: 64.; proposed; framework39,</p>	Managed moves
207	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 26; paragraph/item: 65; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves A pupil must not be permanently excluded because of their parent's (and/or pupil's where appropriate) refusal to agree a managed move. It is unlawful to exclude a pupil for a non-disciplinary reason. If a parent takes the view their child should move to a new school and the original school does not</p>	<p>Text added in the new version.</p>	Managed moves

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			consider that a managed move is appropriate, it is open to the parents (and/or pupil where appropriate) to apply for a new school place by making an in-year application. The admission authority of the new school (or the local authority if it is coordinating in-year admissions), must process the application in accordance with its own in-year admission arrangements.		
208	Added	No equivalent text in the August 2024 version	<p>p. 26; paragraph/item: 66; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves</p> <p>Any move from one school to another must comply with the statutory School Admissions Code (unless the pupil has an Education Health and Care Plan) as well as The School Attendance (Pupil Registration) (England) Regulations 2024</p>	Text added in the new version.	Managed moves
209	Added	No equivalent text in the August 2024 version	<p>p. 26; paragraph/item: 67; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves</p> <p>Where an in-year application is made, including where it is part of a managed move, the admission authority must allocate a place in accordance with its oversubscription criteria. This means a pupil undergoing a managed move must not be admitted ahead of pupils on a waiting list, where the school is operating one, unless the child meets</p>	Text added in the new version.	Managed moves

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			the school's published oversubscription criteria more closely than those already on the list		
210	Added	No equivalent text in the August 2024 version	p. 26; paragraph/item: 68; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves Managed moves are considered separately from the Fair Access Protocol (FAP) process. Where it is helpful, discussions about children to be placed by the FAP may be combined with discussions about potential managed moves for children not eligible for the FAP. However, only prescribed categories of children (set out in paragraph 3.17 of the School Admissions Code) can be placed via the FAP. Children not eligible for the FAP can only be allocated a place at a school in accordance with its published admission arrangements.	Text added in the new version.	Managed moves
211	Added	No equivalent text in the August 2024 version	p. 26; paragraph/item: fn 39; section: Part four: Factors to consider before making a decision to exclude; sub-section: Managed moves School inspection: toolkit, operating guides and information - GOV.UK	Text added in the new version.	Managed moves
212	Minor wording/reference change	p. 23; paragraph/item: 53; section: Part four: Factors to consider before making a decision to exclude; sub-section: Variation in exclusion rates There are longstanding national trends	p. 27; paragraph/item: 69; section: Part four: Factors to consider before making a decision to exclude; sub-section: Variation in exclusion rates There are longstanding national trends	Removed/replaced: 53.; these.38 / Added/replaced: 69.; these.40	Variation in exclusion rates

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>which show that particular groups of children are more likely to be excluded from school, both for a suspension or permanent exclusion. All of these factors will differ for each child, and the influence of out-of-school factors will vary according to local context, so it is important that schools, local authorities and local partners work together to understand what lies behind local trends. Local leaders will be best placed to effectively plan and put in place additional and targeted action based on their own context. If they identify any gaps, they are also in the position to act to ensure those who work with children have the training, services and support they need to address these.³⁸</p>	<p>which show that particular groups of children are more likely to be excluded from school, both for a suspension or permanent exclusion. All of these factors will differ for each child, and the influence of out-of-school factors will vary according to local context, so it is important that schools, local authorities and local partners work together to understand what lies behind local trends. Local leaders will be best placed to effectively plan and put in place additional and targeted action based on their own context. If they identify any gaps, they are also in the position to act to ensure those who work with children have the training, services and support they need to address these.⁴⁰</p>		
213	Renumbering/reference/formatting	<p>p. 23; paragraph/item: 54; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans) The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings³⁹ must use their ‘best</p>	<p>p. 27; paragraph/item: 70; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans) The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings⁴¹ must use their ‘best</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.	endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.		
214	Renumbering/reference/formatting	<p>p. 23; paragraph/item: 55; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)</p> <p>Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.</p>	<p>p. 27; paragraph/item: 71; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)</p> <p>Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)
215	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 27; paragraph/item: 73; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)</p> <p>Where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support</p>	Text added in the new version.	Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			arrangements are appropriate and what changes may be		
216	Removed	p. 23; paragraph/item: fn 37; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans) School inspection handbook - GOV.UK (www.gov.uk)	No equivalent text in the July 2026 version	Text removed from the new version.	Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)
217	Amended	p. 23; paragraph/item: fn 38; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans) Timpson Review of School Exclusion (publishing.service.gov.uk)	p. 27; paragraph/item: fn 40; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans) Timpson Review of School Exclusion	Removed/replaced: 38; (publishing.service.gov.uk) / Added/replaced: 40	Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)
218	Renumbering/reference/for matting	p. 23; paragraph/item: fn 39; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans) The duty under section 66 of the Children and Families Act 2014 applies	p. 27; paragraph/item: fn 41; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans) The duty under section 66 of the Children and Families Act 2014 applies	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		to certain settings, including mainstream schools, maintained nursery schools, academies, alternative provision academies and pupil referral units.	to certain settings, including mainstream schools, maintained nursery schools, academies, alternative provision academies and pupil referral units.		Care plans (EHC plans)
219	Moved/repositioned	<p>p. 24; paragraph/item: 56; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)</p> <p>Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.</p>	<p>p. 27; paragraph/item: 72; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)</p> <p>Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)
220	Added	No equivalent text in the August 2024 version	<p>p. 28; paragraph/item: N/A; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)</p> <p>required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.</p>	Text added in the new version.	Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
221	Substantially amended	<p>p. 24; paragraph/item: 57; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)</p> <p>Where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.</p>	<p>p. 28; paragraph/item: 74; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)</p> <p>Where a school is contemplating a managed move for a pupil with an EHC plan, prior to any such move the original school should contact the local authority. If the local authority, both schools and the parents agree that there should be a managed move, the local authority will need to follow the statutory procedures for amending the EHCP.</p>	<p>Removed/replaced: 57.; has; schools; about any behavioural concerns at an early stage and consider requesting an early annual review prior; making; decision to suspend or permanently exclude. For those with SEN but without an EHC plan,; school should review, with external specialists as appropriate, whether the current support arrangements are appropri... /</p> <p>Added/replaced: 74.; school is contemplating a managed move for a; with; prior to any such move the original school; authority. If the local authority, both schools and the parents agree that there should be a managed move, the local; will need; follow; statutory procedures for amending; EHCP.</p>	Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)
222	Minor wording/reference change	<p>p. 24; paragraph/item: 58; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after</p>	<p>p. 28; paragraph/item: 75; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after</p>	<p>Removed/replaced: 58.; neglect.40; provide, /</p> <p>Added/replaced: 75.; neglect.42; provide</p>	Pupils who have a social worker, including looked-after children, and

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>children For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect.⁴⁰ For children with a social worker, education is an important protective factor, providing a safe space for children to receive support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. Headteachers should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both of these aspects into account.</p>	<p>children For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect.⁴² For children with a social worker, education is an important protective factor, providing a safe space for children to receive support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide and become more vulnerable to harm. Headteachers should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both of these aspects into account.</p>		previously looked-after children
223	Renumbering/reference/formatting	<p>p. 24; paragraph/item: 59; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children Where a pupil has a social worker, e.g. because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher should inform their social worker, the Designated Safeguarding Lead (DSL)</p>	<p>p. 28; paragraph/item: 76; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children Where a pupil has a social worker, e.g. because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher should inform their social worker, the Designated Safeguarding Lead (DSL)</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Pupils who have a social worker, including looked-after children, and previously looked-after children

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		and the pupil's parents to involve them all as early as possible in relevant conversations.	and the pupil's parents to involve them all as early as possible in relevant conversations.		
224	Amended	<p>p. 24; paragraph/item: 60; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.</p>	<p>p. 28; paragraph/item: 77; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH as soon as possible. The DT should seek the advice of the VSH and consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. This should include how the school is using Pupil Premium Plus, and consideration should be given to how effectively the current Personal Education Plan (PEP) is being implemented and whether an interim PEP review needs to be called. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.</p>	<p>Removed/replaced: 60.; VSH, working with; DT; others, should /</p> <p>Added/replaced: 77.; DT should seek; advice of the VSH; This should include how the school is using Pupil Premium Plus, and consideration should be given to how effectively ...</p>	<p>Pupils who have a social worker, including looked-after children, and previously looked-after children</p>
225	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 28; paragraph/item: 78; section: Part four: Factors to consider before making a decision to exclude; sub-</p>	<p>Text added in the new version.</p>	<p>Pupils who have a social worker,</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			<p>section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>All looked-after children should have a Personal Education Plan (PEP) which is part of</p>		including looked-after children, and previously looked-after children
226	Minor wording/reference change	<p>p. 24; paragraph/item: fn 40; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>Children in need, Reporting year 2023 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</p>	<p>p. 28; paragraph/item: fn 42; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>Children in need, Reporting year 2025 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</p>	Removed/replaced: 40; 2023 / Added/replaced: 42; 2025	Pupils who have a social worker, including looked-after children, and previously looked-after children
227	Amended	<p>p. 25; paragraph/item: 61; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>All looked-after children should have a Personal Education Plan (PEP) which is part of the child’s care plan or detention placement plan.41 This should be reviewed every term and any concerns about the pupil’s behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of</p>	<p>p. 29; paragraph/item: N/A; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>the child’s care plan or detention placement plan.43 This should be reviewed every term and any concerns about the pupil’s behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion. Monitoring of PEPs can be an effective way for VSHs to check on this.</p>	Removed/replaced: 61. All looked-after children should have a Personal Education Plan (PEP) which is part of; plan.41 / Added/replaced: plan.43	Pupils who have a social worker, including looked-after children, and previously looked-after children

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		exclusion. Monitoring of PEPs can be an effective way for VSHs to check on this.			
228	Minor wording/reference change	<p>p. 25; paragraph/item: 62; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>Where previously looked-after children face the risk of being suspended or permanently excluded, the school should engage with the child’s parents and the school’s DT. The school may also seek the advice of the VSH on strategies to support the pupil.42</p>	<p>p. 29; paragraph/item: 79; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>Where previously looked-after children face the risk of being suspended or permanently excluded, the school should engage with the child’s parents and the school’s DT. The school may also seek the advice of the VSH on strategies to support the pupil.44</p>	Removed/replaced: 62.; pupil.42 / Added/replaced: 79.; pupil.44	Pupils who have a social worker, including looked-after children, and previously looked-after children
229	Added	No equivalent text in the August 2024 version	<p>p. 29; paragraph/item: 80; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>Where a pupil has a social worker, including if they have a Child in Need Plan or a Child Protection Plan and as soon as the original school is contemplating a managed move and prior to it, the social worker should be notified as well as the DSL and (unless this would lead to safeguarding risks) the pupil’s parents. For looked-after children, the relevant authority’s VSH</p>	Text added in the new version.	Pupils who have a social worker, including looked-after children, and previously looked-after children

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			should also be notified of the proposed managed move.		
230	Added	No equivalent text in the August 2024 version	<p>p. 29; paragraph/item: 81; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>If agreed by all relevant parties that a managed move is in the best interests of the pupil, then the original and the new school should ensure any PEP is appropriately reviewed and amended to take account of the managed move and the relevant statutory duties on the new school and the local authority will apply.</p>	Text added in the new version.	Pupils who have a social worker, including looked-after children, and previously looked-after children
231	Renumbering/reference/formatting	<p>p. 25; paragraph/item: fn 41; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk)</p>	<p>p. 29; paragraph/item: fn 43; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after children</p> <p>Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk)</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Pupils who have a social worker, including looked-after children, and previously looked-after children
232	Renumbering/reference/formatting	<p>p. 25; paragraph/item: fn 42; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after</p>	<p>p. 29; paragraph/item: fn 44; section: Part four: Factors to consider before making a decision to exclude; sub-section: Pupils who have a social worker, including looked-after children, and previously looked-after</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;	Pupils who have a social worker, including looked-after children, and

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>children Further information can be found in the guidance for the designated teacher for looked-after and previously looked-after children.</p>	<p>children Further information can be found in the guidance for the designated teacher for looked-after and previously looked-after children.</p>	<p>numbering/reference formatting changed.</p>	<p>previously looked-after children</p>

Part five: The headteacher's duty to inform parties about an exclusion

71 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
233	Minor wording/reference change	p. 26; paragraph/item: Heading; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents43 about an exclusion Duty to inform parents43 about an exclusion44	p. 30; paragraph/item: Heading; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents45 about an exclusion Duty to inform parents45 about an exclusion46	Removed/replaced: parents43; exclusion44 / Added/replaced: parents45; exclusion46	Duty to inform parents45 about an exclusion
234	Renumbering/reference/formatting	p. 26; paragraph/item: 63; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents43 about an exclusion Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents or the excluded pupil (if they are 18 years or older) of the period of the suspension or permanent exclusion and the reason(s) for it.	p. 30; paragraph/item: 82; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents45 about an exclusion Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents or the excluded pupil (if they are 18 years or older) of the period of the suspension or permanent exclusion and the reason(s) for it.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duty to inform parents45 about an exclusion
235	Renumbering/reference/formatting	p. 26; paragraph/item: 64; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents43 about an exclusion They must also, without delay, after their decision, provide parents with the following information in writing:	p. 30; paragraph/item: 83; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents45 about an exclusion They must also, without delay, after their decision, provide parents with the following information in writing:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duty to inform parents45 about an exclusion
236	Minor wording/reference change	p. 26; paragraph/item: Bullet; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform	p. 30; paragraph/item: Bullet; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform	Removed/replaced: exclusion; / Added/replaced: exclusion	Duty to inform parents45

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		parents ⁴³ about an exclusion the reason(s) for the suspension or permanent exclusion;	parents ⁴⁵ about an exclusion the reason(s) for the suspension or permanent exclusion		about an exclusion
237	Minor wording/reference change	p. 26; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion the period of a suspension or, for a permanent exclusion, the fact that it is permanent;	p. 30; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion the period of a suspension or, for a permanent exclusion, the fact that it is permanent	Removed/replaced: permanent; / Added/replaced: permanent	Duty to inform parents ⁴⁵ about an exclusion
238	Minor wording/reference change	p. 26; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion parents’ right to make representations about the suspension or permanent exclusion to the governing board (in line with the requirements set out in paragraphs 97 to 107) and how the pupil may be involved in this;	p. 30; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion parents’ right to make representations about the suspension or permanent exclusion to the governing board (in line with the requirements set out in paragraphs 116-126) and how the pupil may be involved in this	Removed/replaced: 97 to 107); this; / Added/replaced: 116-126); this	Duty to inform parents ⁴⁵ about an exclusion
239	Minor wording/reference change	p. 26; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion parents’ (or an excluded pupil if they are 18 years or older) right to make a request to hold the meeting via the use of remote access and how and to whom to make this request (further information on other information this should include	p. 30; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion parents’ (or an excluded pupil if they are 18 years or older) right to make a request to hold the meeting via the use of remote access and how and to whom to make this request (further information on other information this should include	Removed/replaced: access); / Added/replaced: access)	Duty to inform parents ⁴⁵ about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		can be found in Annex A: Key principles when conducting meetings via the use of remote access);	can be found in Annex A: Key principles when conducting meetings via the use of remote access)		
240	Minor wording/reference change	p. 26; paragraph/item: Bullet; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion where there is a legal requirement for the governing board to consider whether the pupil should be reinstated, that parents or an excluded pupil (if they are 18 years	p. 30; paragraph/item: Bullet; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion where there is a legal requirement for the governing board to consider whether the pupil should be reinstated, that parents or an excluded pupil (if they are 18 years or	Added/replaced: or	Duty to inform parents ⁴⁵ about an exclusion
241	Renumbering/reference/formatting	p. 26; paragraph/item: fn 43; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	p. 30; paragraph/item: fn 45; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duty to inform parents ⁴⁵ about an exclusion
242	Minor wording/reference change	p. 26; paragraph/item: fn 44; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion Paragraphs 63 to 72 gives guidance about section 51A Education Act 2002	p. 30; paragraph/item: fn 46; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion Paragraphs 82 to 91 gives guidance about section 51A Education Act 2002	Removed/replaced: 44; 63; 72 / Added/replaced: 46; 82; 91	Duty to inform parents ⁴⁵ about an exclusion
243	Minor wording/reference change	p. 27; paragraph/item: N/A; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion	p. 31; paragraph/item: N/A; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion	Removed/replaced: or; friend. / Added/replaced: friend	Duty to inform parents ⁴⁵ about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		or older) have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.	older) have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend		
244	Minor wording/reference change	p. 27; paragraph/item: 65; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion Written notification of the information above (paragraph 64) can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way. ⁴⁵	p. 31; paragraph/item: 84; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion Written notification of the information above (paragraph 83) can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.⁴⁷	Removed/replaced: 65.; 64); way.45 / Added/replaced: 84.; 83); way.47	Duty to inform parents ⁴⁵ about an exclusion
245	Renumbering/reference/formatting	p. 27; paragraph/item: 66; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion Where a suspended or permanently excluded pupil is of compulsory school age the headteacher must also notify the pupil’s parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours.	p. 31; paragraph/item: 85; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion Where a suspended or permanently excluded pupil is of compulsory school age the headteacher must also notify the pupil’s parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duty to inform parents ⁴⁵ about an exclusion
246	Minor wording/reference change	p. 27; paragraph/item: 67; section: Part five: The headteacher’s duty to inform parties about an exclusion;	p. 31; paragraph/item: 86; section: Part five: The headteacher’s duty to inform parties about an exclusion;	Removed/replaced: 67.; exclusion. ⁴⁶ /	Duty to inform parents ⁴⁵

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>sub-section: Duty to inform parents⁴³ about an exclusion These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.⁴⁶</p>	<p>sub-section: Duty to inform parents⁴⁵ about an exclusion These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.⁴⁸</p>	Added/replaced: 86.; exclusion. ⁴⁸	about an exclusion
247	Renumbering/reference/formatting	<p>p. 27; paragraph/item: 68; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:</p>	<p>p. 31; paragraph/item: 87; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duty to inform parents ⁴⁵ about an exclusion
248	Minor wording/reference change	<p>p. 27; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion the start date for any provision of full-time education that has been arranged</p>	<p>p. 31; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion the start date for any provision of full-time education that has been arranged</p>	Removed/replaced: exclusion; / Added/replaced: exclusion	Duty to inform parents ⁴⁵ about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		for the child during the suspension or permanent exclusion;	for the child during the suspension or permanent exclusion		
249	Minor wording/reference change	p. 27; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;	p. 31; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant	Removed/replaced: relevant; / Added/replaced: relevant	Duty to inform parents ⁴⁵ about an exclusion
250	Minor wording/reference change	p. 27; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion any information required by the pupil to identify the person they should report to on the first day.	p. 31; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion any information required by the pupil to identify the person they should report to on the first day	Removed/replaced: day. / Added/replaced: day	Duty to inform parents ⁴⁵ about an exclusion
251	Renumbering/reference/formatting	p. 27; paragraph/item: 69; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session on the first day of the suspension or permanent exclusion, it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only	p. 31; paragraph/item: 88; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session on the first day of the suspension or permanent exclusion, it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duty to inform parents ⁴⁵ about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.	exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.		
252	Renumbering/reference/formatting	p. 27; paragraph/item: fn 45; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion Section 572 Education Act 1996.	p. 31; paragraph/item: fn 47; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion Section 572 Education Act 1996.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duty to inform parents ⁴⁵ about an exclusion
253	Renumbering/reference/formatting	p. 27; paragraph/item: fn 46; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion Sections 103 to 105 Education and Inspections Act 2006 and regulations made under these sections.	p. 31; paragraph/item: fn 48; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion Sections 103 to 105 Education and Inspections Act 2006 and regulations made under these sections.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duty to inform parents ⁴⁵ about an exclusion
254	Minor wording/reference change	p. 28; paragraph/item: 70; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion The information in paragraphs 66 to 69 must be provided in writing but can be provided by any effective method (paragraph 75 provides guidance on this issue).	p. 32; paragraph/item: 89; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion The information in paragraphs 85 to 88 must be provided in writing but can be provided by any effective method (paragraph 94 provides guidance on this issue).	Removed/replaced: 70.; 66; 69; 75 / Added/replaced: 89.; 85; 88; 94	Duty to inform parents ⁴⁵ about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
255	Minor wording/reference change	<p>p. 28; paragraph/item: 71; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion</p> <p>The failure of a headteacher to give notice of the information in paragraphs 66 and 69 by the required time does not relieve the headteacher of the duty to serve the notice. A notice is not made invalid solely because it has not been given by the required time.</p>	<p>p. 32; paragraph/item: 90; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion</p> <p>The failure of a headteacher to give notice of the information in paragraphs 85 and 88 by the required time does not relieve the headteacher of the duty to serve the notice. A notice is not made invalid solely because it has not been given by the required time.</p>	Removed/replaced: 71.; 66; 69 / Added/replaced: 90.; 85; 88	Duty to inform parents ⁴⁵ about an exclusion
256	Renumbering/reference/formatting	<p>p. 28; paragraph/item: 72; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴³ about an exclusion</p> <p>If a child is suspended again following their original suspension, or is subsequently permanently excluded, the headteacher must inform parents and where relevant, the pupil’s social worker or local authority if the pupil has an EHCP, without delay and issue a new exclusion notice to parents and the social worker.</p>	<p>p. 32; paragraph/item: 91; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Duty to inform parents⁴⁵ about an exclusion</p> <p>If a child is suspended again following their original suspension, or is subsequently permanently excluded, the headteacher must inform parents and where relevant, the pupil’s social worker or local authority if the pupil has an EHCP, without delay and issue a new exclusion notice to parents and the social worker.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Duty to inform parents ⁴⁵ about an exclusion
257	Renumbering/reference/formatting	<p>p. 28; paragraph/item: Heading; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents⁴⁷ about an exclusion</p> <p>Informing parents⁴⁷ about an exclusion</p>	<p>p. 32; paragraph/item: Heading; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents⁴⁹ about an exclusion</p> <p>Informing parents⁴⁹ about an exclusion</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents ⁴⁹ about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
258	Minor wording/reference change	<p>p. 28; paragraph/item: 73; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>For notifications under paragraph 63, although this must not delay notification, notification should be in person or by telephone in the first instance as this would allow parents to ask any initial questions or raise concerns directly with the headteacher. Headteachers should consider the following:</p>	<p>p. 32; paragraph/item: 92; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>For notifications under paragraph 82, although this must not delay notification, notification should be in person or by telephone in the first instance as this would allow parents to ask any initial questions or raise concerns directly with the headteacher. Headteachers should consider the following:</p>	Removed/replaced: 73.; 63, / Added/replaced: 92.; 82,	Informing parents49 about an exclusion
259	Renumbering/reference/formatting	<p>p. 28; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>Has the school spoken to the parents (and when appropriate, the child’s social worker) to ensure they fully understand the type/scale of the incident?</p>	<p>p. 32; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>has the school spoken to the parents (and when appropriate, the child’s social worker) to ensure they fully understand the type/scale of the incident?</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion
260	Renumbering/reference/formatting	<p>p. 28; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>Has the school considered how to communicate accessibly and clearly, including whether parents may have particular communication needs relating to a disability or having English as an additional language (EAL)?</p>	<p>p. 32; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>has the school considered how to communicate accessibly and clearly, including whether parents may have particular communication needs relating to a disability or having English as an additional language (EAL)?</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
261	Renumbering/reference/formatting	<p>p. 28; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>Has the school provided sufficient details in the suspension or permanent exclusion notice letter on the reasons for the suspension or permanent exclusion?</p>	<p>p. 32; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>has the school provided sufficient details in the suspension or permanent exclusion notice letter on the reasons for the suspension or permanent exclusion?</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion
262	Renumbering/reference/formatting	<p>p. 28; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>Does the notice contain all the required information as set out in part six of the suspension and permanent exclusion guidance?</p>	<p>p. 32; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>does the notice contain all the required information as set out in part six of the suspension and permanent exclusion guidance?</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion
263	Renumbering/reference/formatting	<p>p. 28; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>Has the school informed parents (and when appropriate, the pupil’s social worker or the local authority if a pupil has an EHCP) whether their pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension or permanent exclusion?</p>	<p>p. 32; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>has the school informed parents (and when appropriate, the pupil’s social worker or the local authority if a pupil has an EHCP) whether their pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension or permanent exclusion?</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
264	Renumbering/reference/formatting	<p>p. 28; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>When several suspensions have been issued in a term, has the school informed parents of their right of representation to the governing board?</p>	<p>p. 32; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>when several suspensions have been issued in a term, has the school informed parents of their right of representation to the governing board?</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion
265	Renumbering/reference/formatting	<p>p. 28; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>Letter templates might be available from the local authority.</p>	<p>p. 32; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>letter templates might be available from the local authority.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion
266	Renumbering/reference/formatting	<p>p. 28; paragraph/item: fn 47; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.</p>	<p>p. 32; paragraph/item: fn 49; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion
267	Renumbering/reference/formatting	<p>p. 29; paragraph/item: 74; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>When notifying parents about a suspension or permanent exclusion, the headteacher should set out what</p>	<p>p. 33; paragraph/item: 93; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>When notifying parents about a suspension or permanent exclusion, the headteacher should set out what</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		arrangements have been made to enable the pupil to continue their education prior to the start of any alternative provision or the pupil's return to school, in line with legal requirements and guidance in part six.	arrangements have been made to enable the pupil to continue their education prior to the start of any alternative provision or the pupil's return to school, in line with legal requirements and guidance in part six.		
268	Minor wording/reference change	<p>p. 29; paragraph/item: 75; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>For notifications under paragraphs 66 to 69, effective methods for providing the information may include email or text message, giving the notice directly to the parents, or sending the information home with the suspended or permanently excluded pupil. Where information is sent home with the pupil, the headteacher should consider sending a duplicate copy by an alternative method or confirming that the information has been received.</p>	<p>p. 33; paragraph/item: 94; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>For notifications under paragraphs 85 to 88, effective methods for providing the information may include email or text message, giving the notice directly to the parents, or sending the information home with the suspended or permanently excluded pupil. Where information is sent home with the pupil, the headteacher should consider sending a duplicate copy by an alternative method or confirming that the information has been received.</p>	Removed/replaced: 75.; 66; 69, / Added/replaced: 94.; 85; 88,	Informing parents49 about an exclusion
269	Renumbering/reference/formatting	<p>p. 29; paragraph/item: 76; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>When notifying parents about a suspension or permanent exclusion, the headteacher should draw attention to relevant sources of free and impartial information. This information should include:</p>	<p>p. 33; paragraph/item: 95; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>When notifying parents about a suspension or permanent exclusion, the headteacher should draw attention to relevant sources of free and impartial information. This information should include:</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
270	Renumbering/reference/formatting	<p>p. 29; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>The Department’s Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here https://www.gov.uk/government/publications/school-exclusions-guide-for-parents</p>	<p>p. 33; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>the Department’s Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here https://www.gov.uk/government/publications/school-exclusions-guide-for-parents</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion
271	Renumbering/reference/formatting	<p>p. 29; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions. Every exclusion letter should include details of the local service which can also be found here https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network</p>	<p>p. 33; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions. Every exclusion letter should include details of the local service which can also be found here https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing parents49 about an exclusion
272	Minor wording/reference change	<p>p. 29; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents47 about an exclusion</p> <p>Coram’s Child Law Advice service can be found through their website https://childlawadvice.org.uk/information</p>	<p>p. 33; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents49 about an exclusion</p> <p>Coram’s Child Law Advice service can be found through their website https://childlawadvice.org.uk/information</p>	Removed/replaced: 4pm. / Added/replaced: 4pm	Informing parents49 about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 10am – 4pm.	-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 10am – 4pm		
273	Removed	p. 29; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents⁴⁷ about an exclusion Independent Provider of Special Education Advice (known as IPSEA –	No equivalent text in the July 2026 version	Text removed from the new version.	Informing parents ⁴⁷ about an exclusion
274	Amended	p. 29; paragraph/item: Heading; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities. www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.	p. 33; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing parents⁴⁹ about an exclusion Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities	Removed/replaced: disabilities. / Added/replaced: • Independent Provider of Special Education Advice (known as IPSEA –; disabilities	Informing parents ⁴⁹ about an exclusion
275	Renumbering/reference/formatting	p. 29; paragraph/item: Heading; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: 77. Information sharing is vital in	pp. 33-34; paragraph/item: 96; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing social workers and VSHs about an	No substantive wording change identified after normalising paragraph/footnote numbering and	Informing social workers and VSHs about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>safeguarding children and promoting their welfare, including their educational outcomes. Schools should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children. Keeping children safe in education and Working Together to Safeguard Children set out the requirements for schools and colleges about information sharing in more detail.</p> <p>77. Information sharing is vital in safeguarding children and promoting their welfare, including their educational outcomes. Schools should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children. Keeping children safe in education and Working Together to Safeguard Children set out the requirements for schools and colleges about information sharing in more detail.</p>	<p>exclusion</p> <p>Information sharing is vital in safeguarding children and promoting their welfare, including their educational outcomes. Schools should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children. Keeping children safe in education and Working Together to Safeguard Children set out the requirements for schools and colleges about information sharing in more detail.</p>	<p>whitespace; numbering/reference formatting changed.</p>	
276	Minor wording/reference change	<p>p. 30; paragraph/item: 78; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: 77. Information sharing is vital in safeguarding children and promoting their welfare, including their educational outcomes. Schools should be proactive in sharing</p>	<p>p. 34; paragraph/item: 97; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing social workers and VSHs about an exclusion</p> <p>Whenever a headteacher suspends or permanently excludes a pupil they must,</p>	<p>Removed/replaced: 78.; LAC48,; 66; 69 / Added/replaced: 97.; LAC50,; 85; 88</p>	<p>Informing social workers and VSHs about an exclusion</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children. Keeping children safe in education and Working Together to Safeguard Children set out the requirements for schools and colleges about information sharing in more detail.</p> <p>Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil is a LAC48, of the period of the suspension or permanent exclusion and the reason(s) for it. The information in paragraphs 66 to 69 must be provided in writing to the local authority.</p>	<p>without delay, after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil is a LAC50, of the period of the suspension or permanent exclusion and the reason(s) for it. The information in paragraphs 85 to 88 must be provided in writing to the local authority.</p>		
277	Minor wording/reference change	<p>p. 30; paragraph/item: 79; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: 77. Information sharing is vital in safeguarding children and promoting their welfare, including their educational outcomes. Schools should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children. Keeping children safe in education and Working Together to Safeguard Children set out the requirements for</p>	<p>p. 34; paragraph/item: 98; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing social workers and VSHs about an exclusion</p> <p>Both the social worker and/or VSH, must be informed when a governing board meeting is taking place, in order to share information. The social worker and/or the VSH can attend the meeting, should they wish to do so. Further guidance to social workers and VSHs on attending a governing board meeting can be found in paragraphs 147 to 149.</p>	<p>Removed/replaced: 79.; 128; 130. / Added/replaced: 98.; 147; 149.</p>	<p>Informing social workers and VSHs about an exclusion</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>schools and colleges about information sharing in more detail. Both the social worker and/or VSH, must be informed when a governing board meeting is taking place, in order to share information. The social worker and/or the VSH can attend the meeting, should they wish to do so. Further guidance to social workers and VSHs on attending a governing board meeting can be found in paragraphs 128 to 130.</p>			
278	Minor wording/reference change	<p>p. 30; paragraph/item: 80; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: 77. Information sharing is vital in safeguarding children and promoting their welfare, including their educational outcomes. Schools should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children. Keeping children safe in education and Working Together to Safeguard Children set out the requirements for schools and colleges about information sharing in more detail. Social workers and VSHs, must be allowed to join a governing board meeting or IRP via the use of remote access, regardless of the format chosen, as long as the governing board (for a governing board meeting) or</p>	<p>p. 34; paragraph/item: 99; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing social workers and VSHs about an exclusion Social workers and VSHs, must be allowed to join a governing board meeting or IRP via the use of remote access, regardless of the format chosen, as long as the governing board (for a governing board meeting) or arranging authority (for a review panel meeting) are satisfied they will be able to participate effectively, they can hear and be heard (and see and be seen if participating by video) throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent. Further information can be found in paragraphs 266 and 271.</p>	<p>Removed/replaced: 80.; 246; 251. / Added/replaced: 99.; 266; 271.</p>	<p>Informing social workers and VSHs about an exclusion</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		arranging authority (for a review panel meeting) are satisfied they will be able to participate effectively, they can hear and be heard (and see and be seen if participating by video) throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent. Further information can be found in paragraphs 246 and 251.			
279	Minor wording/reference change	p. 30; paragraph/item: Heading; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion Informing the governing board about an exclusion49	p. 34; paragraph/item: Heading; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion Informing the governing board about an exclusion51	Removed/replaced: exclusion49 / Added/replaced: exclusion51	Informing the governing board about an exclusion
280	Renumbering/reference/formatting	p. 30; paragraph/item: 81; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion The headteacher must, without delay, notify the governing board of:	p. 34; paragraph/item: 100; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion The headteacher must, without delay, notify the governing board of:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing the governing board about an exclusion
281	Minor wording/reference change	p. 30; paragraph/item: Bullet; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);	p. 34; paragraph/item: Bullet; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil)	Removed/replaced: pupil); / Added/replaced: pupil)	Informing the governing board about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
282	Renumbering/reference/formatting	p. 30; paragraph/item: 82; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion When removing a pupil's name from the school admission register, the governing board must ensure this is done under the circumstances prescribed by the School Attendance (Pupil Registration) (England) Regulations 2024.	p. 34; paragraph/item: 101; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion When removing a pupil's name from the school admission register, the governing board must ensure this is done under the circumstances prescribed by the School Attendance (Pupil Registration) (England) Regulations 2024.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing the governing board about an exclusion
283	Renumbering/reference/formatting	p. 30; paragraph/item: fn 48; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion If the pupil is previously looked-after (PLAC) the VSH should provide advice and information, upon request from relevant parties (DT, parents, etc) but does not have a corporate parent role that they have for LAC.	p. 34; paragraph/item: fn 50; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion If the pupil is previously looked-after (PLAC) the VSH should provide advice and information, upon request from relevant parties (DT, parents, etc) but does not have a corporate parent role that they have for LAC.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing the governing board about an exclusion
284	Minor wording/reference change	p. 30; paragraph/item: fn 49; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion Paragraphs 81 to 82 gives guidance about section 51A Education Act 2002.	p. 34; paragraph/item: fn 51; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the governing board about an exclusion Paragraphs 100 to 101 gives guidance about section 51A Education Act 2002.	Removed/replaced: 49; 81; 82 / Added/replaced: 51; 100; 101	Informing the governing board about an exclusion
285	Minor wording/reference change	p. 31; paragraph/item: Heading; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the	p. 35; paragraph/item: Heading; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the	Removed/replaced: exclusion50 / Added/replaced: exclusion52	Informing the local authority

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		local authority about an exclusion Informing the local authority about an exclusion ⁵⁰	local authority about an exclusion Informing the local authority about an exclusion ⁵²		about an exclusion
286	Renumbering/reference/formatting	p. 31; paragraph/item: 83; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion.	p. 35; paragraph/item: 102; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing the local authority about an exclusion
287	Renumbering/reference/formatting	p. 31; paragraph/item: 84; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the headteacher must also notify the pupil’s ‘home authority’ of the permanent exclusion and the reason(s) for it without delay. The headteacher must also inform the governing board once per term of any other suspensions of which they have not previously been notified.	p. 35; paragraph/item: 103; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the headteacher must also notify the pupil’s ‘home authority’ of the permanent exclusion and the reason(s) for it without delay. The headteacher must also inform the governing board once per term of any other suspensions of which they have not previously been notified.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Informing the local authority about an exclusion
288	Amended	p. 31; paragraph/item: 85; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion Notifications must include the reason(s) for the suspension or permanent	p. 35; paragraph/item: 104; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion Notifications must include the reason(s) for the suspension or permanent	Removed/replaced: 85.; permanent. ⁵¹ ; Guidance to the headteacher on informing the governing board about an exclusion / Added/replaced: 104.; permanent. ⁵³	Informing the local authority about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		exclusion and the duration of any suspension or, in the case of a permanent exclusion the fact that it is permanent. ⁵¹ The local authority may reasonably wish to request this information in a standardised format. In doing so, they should take care to minimise the administrative burden this can place on schools. Guidance to the headteacher on informing the governing board about an exclusion	exclusion and the duration of any suspension or, in the case of a permanent exclusion the fact that it is permanent. ⁵³ The local authority may reasonably wish to request this information in a standardised format. In doing so, they should take care to minimise the administrative burden this can place on schools.		
289	Added	No equivalent text in the August 2024 version	p. 35; paragraph/item: Heading; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion Guidance to the headteacher on informing the governing board about an exclusion	Text added in the new version.	Guidance to the headteacher on informing the governing board about an exclusion
290	Renumbering/reference/for matting	p. 31; paragraph/item: 86; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion The headteacher should ask the chair of the governing board whether there are clear processes in place for considering suspensions and permanent exclusions, such as:	p. 35; paragraph/item: 105; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion The headteacher should ask the chair of the governing board whether there are clear processes in place for considering suspensions and permanent exclusions, such as:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the headteacher on informing the governing board about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
291	Renumbering/reference/formatting	<p>p. 31; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion</p> <p>Ensuring parents and pupils are aware of their right to consideration by the governing board</p>	<p>p. 35; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion</p> <p>ensuring parents and pupils are aware of their right to consideration by the governing board</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the headteacher on informing the governing board about an exclusion
292	Renumbering/reference/formatting	<p>p. 31; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion</p> <p>Asking whether the governing board have taken steps to find a convenient date that the parent, other relevant parties, the local authority representative (if relevant) and the headteacher can attend, within the legal time limits</p>	<p>p. 35; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion</p> <p>asking whether the governing board have taken steps to find a convenient date that the parent, other relevant parties, the local authority representative (if relevant) and the headteacher can attend, within the legal time limits</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the headteacher on informing the governing board about an exclusion
293	Renumbering/reference/formatting	<p>p. 31; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion</p> <p>Asking the governing board whether they have considered how to involve the pupil in the consideration process</p>	<p>p. 35; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion</p> <p>asking the governing board whether they have considered how to involve the pupil in the consideration process</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the headteacher on informing the governing board about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
294	Renumbering/reference/formatting	p. 31; paragraph/item: Bullet; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion Collecting all relevant documents, anonymising them, if required, and providing them to all parties	p. 35; paragraph/item: Bullet; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion collecting all relevant documents, anonymising them, if required, and providing them to all parties	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the headteacher on informing the governing board about an exclusion
295	Minor wording/reference change	p. 31; paragraph/item: 87; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion The headteacher should ensure that they have informed the governing board about reinstatement and specify the correct timescale. They should also make clear to the governing board whether the need to consider reinstatement is dependent on receiving parental representations.	p. 35; paragraph/item: 106; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion The headteacher should ensure that they have informed the governing board about reinstatement and specify the correct timescale. They should also make clear to the governing board whether the need to consider reinstatement is dependent on receiving	Removed/replaced: 87.; parental representations. / Added/replaced: 106.	Guidance to the headteacher on informing the governing board about an exclusion
296	Amended	p. 31; paragraph/item: fn 50; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion Paragraphs 83 to 84 gives guidance about section 51A Education Act 2002.	p. 35; paragraph/item: fn 52; section: Part five: The headteacher's duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion Paragraphs 102 to 103 gives guidance about section 51A Education Act 2002.	Removed/replaced: 50; 83; 84 / Added/replaced: 52; 102; 103	Guidance to the headteacher on informing the governing board about an exclusion
297	Renumbering/reference/formatting	p. 31; paragraph/item: fn 51; section: Part five: The headteacher's duty to inform parties about an exclusion;	p. 35; paragraph/item: fn 53; section: Part five: The headteacher's duty to inform parties about an exclusion;	No substantive wording change identified after normalising	Guidance to the headteacher

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		sub-section: Informing the local authority about an exclusion The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.	sub-section: Guidance to the headteacher on informing the governing board about an exclusion The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.	paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	on informing the governing board about an exclusion
298	Added	No equivalent text in the August 2024 version	p. 36; paragraph/item: N/A; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion parental representations.	Text added in the new version.	Guidance to the headteacher on informing the governing board about an exclusion
299	Renumbering/reference/formatting	p. 32; paragraph/item: 88; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion A headteacher should ensure a process is in place for a governing board when considering reinstatement following a permanent exclusion:	p. 36; paragraph/item: 107; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion A headteacher should ensure a process is in place for a governing board when considering reinstatement following a permanent exclusion:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the headteacher on informing the governing board about an exclusion
300	Renumbering/reference/formatting	p. 32; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion Do governors understand the suspension and permanent exclusion process to enable a review within deadlines?	p. 36; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion do governors understand the suspension and permanent exclusion	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the headteacher on informing the governing board about an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			process to enable a review within deadlines?		
301	Renumbering/reference/formatting	<p>p. 32; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion</p> <p>Would governors benefit from additional training, including on behaviour management, routines, norms and consequences, disability awareness, the Equality Act 2010, the Children and Families Act 2014 and SEN provision?</p>	<p>p. 36; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion</p> <p>would governors benefit from additional training, including on behaviour management, routines, norms and consequences, disability awareness, the Equality Act 2010, the Children and Families Act 2014 and SEN provision?</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the headteacher on informing the governing board about an exclusion
302	Renumbering/reference/formatting	<p>p. 32; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion</p> <p>Is there a clear and timely system in place to enable parents to make representations?</p>	<p>p. 36; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion</p> <p>is there a clear and timely system in place to enable parents to make representations?</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the headteacher on informing the governing board about an exclusion
303	Renumbering/reference/formatting	<p>p. 32; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Informing the local authority about an exclusion</p> <p>Are there up-to-date templates for notifying parents of the decision and explaining the next steps?</p>	<p>p. 36; paragraph/item: Bullet; section: Part five: The headteacher’s duty to inform parties about an exclusion; sub-section: Guidance to the headteacher on informing the governing board about an exclusion</p> <p>are there up-to-date templates for notifying parents of the decision and explaining the next steps?</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the headteacher on informing the governing board about an exclusion

Part six: The governing board and local authority's duties to arrange education for excluded pupils

18 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
304	Minor wording/reference change	<p>p. 33; paragraph/item: Heading; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>The education of pupils from the sixth day of an exclusion⁵²</p>	<p>p. 37; paragraph/item: Heading; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>The education of pupils from the sixth day of an exclusion⁵⁴</p>	<p>Removed/replaced: exclusion⁵² /</p> <p>Added/replaced: exclusion⁵⁴</p>	The education of pupils from the sixth day of an exclusion
305	Amended	<p>p. 33; paragraph/item: 89; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>For a suspension of more than five school days, the governing board (or local authority about a pupil suspended from a PRU) must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of</p>	<p>p. 37; paragraph/item: 108; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>For a suspension of more than five school days, the governing board (or local authority about a pupil suspended from a PRU) must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of</p>	<p>Removed/replaced: 89. /</p> <p>Added/replaced: 108.; The school should also collaborate with the local authority when the suspended pupil might be eligible for free home ...</p>	The education of pupils from the sixth day of an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row.	suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row. The school should also collaborate with the local authority when the suspended pupil might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education.55		
306	Amended	<p>p. 33; paragraph/item: 90; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.53 This will be the pupil's ‘home authority’ in cases where the school is in a different local authority area. The school should collaborate with the local authority when the pupil might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education.54</p>	<p>p. 37; paragraph/item: 109; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.56 This will be the pupil's ‘home authority’ in cases where the school is in a different local authority area.</p>	<p>Removed/replaced: 90.; place.53; The school should collaborate with the local authority when the pupil might be eligible for free home to school trave... / Added/replaced: 109.; place.56</p>	<p>The education of pupils from the sixth day of an exclusion</p>
307	Minor wording/reference change	<p>p. 33; paragraph/item: 91; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-</p>	<p>p. 37; paragraph/item: 110; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-</p>	<p>Removed/replaced: 91.; placement.55 / Added/replaced: 110.; placement.57</p>	<p>The education of pupils from the sixth day</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>section: The education of pupils from the sixth day of an exclusion In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the child’s needs, in consultation with parents, with a view to identifying a new placement.⁵⁵</p>	<p>section: The education of pupils from the sixth day of an exclusion In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the child’s needs, in consultation with parents, with a view to identifying a new placement.⁵⁷</p>		of an exclusion
308	Renumbering/reference/formatting	<p>p. 33; paragraph/item: 92; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion The local authority must have regard to the relevant statutory guidance when carrying out its duties in relation to the education of looked-after children, which can be found here: Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk). Where a looked-after child is excluded, the school should document the provision of immediate suitable education in the child’s PEP.</p>	<p>p. 37; paragraph/item: 111; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion The local authority must have regard to the relevant statutory guidance when carrying out its duties in relation to the education of looked-after children, which can be found here: Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk). Where a looked-after child is excluded, the school should document the provision of immediate suitable education in the child’s PEP.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The education of pupils from the sixth day of an exclusion
309	Minor wording/reference change	<p>p. 33; paragraph/item: fn 52; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion Section 100 of the Education and Inspections Act 2006, section 19 of the Education Act 1996 and regulations</p>	<p>p. 37; paragraph/item: fn 54; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion Section 100 of the Education and Inspections Act 2006, section 19 of the Education Act 1996 and regulations</p>	Removed/replaced: 52; 89; 93. / Added/replaced: 54; 108; 112.	The education of pupils from the sixth day of an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		made under those sections apply to paragraphs 89 to 93.	made under those sections apply to paragraphs 108 to 112.		
310	Renumbering/reference/formatting	<p>p. 33; paragraph/item: fn 53; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>The education arranged must be full-time or as close to full-time as in the child’s best interests because of their health needs.</p>	<p>p. 37; paragraph/item: fn 56; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>The education arranged must be full-time or as close to full-time as in the child’s best interests because of their health needs.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The education of pupils from the sixth day of an exclusion
311	Moved/repositioned	<p>p. 33; paragraph/item: fn 54; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>Home-to-school travel and transport - GOV.UK (www.gov.uk).</p>	<p>p. 37; paragraph/item: fn 55; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>Home-to-school travel and transport - GOV.UK (www.gov.uk).</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The education of pupils from the sixth day of an exclusion
312	Renumbering/reference/formatting	<p>p. 33; paragraph/item: fn 55; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>Section 44 of the Children and Families Act 2014 provides for reviews and reassessments, with further detail in Part 2 of the Special Educational Needs and Disability Regulations 2014.</p>	<p>p. 37; paragraph/item: fn 57; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>Section 44 of the Children and Families Act 2014 provides for reviews and reassessments, with further detail in Part 2 of the Special Educational Needs and Disability Regulations 2014.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The education of pupils from the sixth day of an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
313	Renumbering/reference/formatting	<p>p. 34; paragraph/item: 93; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>Provision does not have to be arranged by either the school or the local authority for a pupil in the final year of compulsory education who does not have any further public examinations to sit.</p>	<p>p. 38; paragraph/item: 112; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils from the sixth day of an exclusion</p> <p>Provision does not have to be arranged by either the school or the local authority for a pupil in the final year of compulsory education who does not have any further public examinations to sit.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The education of pupils from the sixth day of an exclusion
314	Renumbering/reference/formatting	<p>p. 34; paragraph/item: 94; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion</p> <p>It is important for schools to help minimise the disruption that suspension or permanent exclusion can cause to a pupil’s education. Whilst the statutory duty on governing boards or local authorities is to arrange full-time education from the sixth day of a suspension or permanent exclusion, there is an obvious benefit to the pupil in starting this provision as soon as possible. In the case of a looked-after child or child with a social worker, the school and the local authority should work together to arrange alternative provision from the first day following the suspension or permanent exclusion.</p>	<p>p. 38; paragraph/item: 113; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion</p> <p>It is important for schools to help minimise the disruption that suspension or permanent exclusion can cause to a pupil’s education. Whilst the statutory duty on governing boards or local authorities is to arrange full-time education from the sixth day of a suspension or permanent exclusion, there is an obvious benefit to the pupil in starting this provision as soon as possible. In the case of a looked-after child or child with a social worker, the school and the local authority should work together to arrange alternative provision from the first day following the suspension or permanent exclusion.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The education of pupils prior to the sixth day of an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
315	Renumbering/reference/for matting	<p>p. 34; paragraph/item: 95; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion</p> <p>Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of a suspension or permanent exclusion, the school should take reasonable steps to set and mark work for the pupil. Online pathways such as Google Classroom or Oak Academy can be used but schools should ensure that the work set is accessible and achievable by the pupil outside school.</p>	<p>p. 38; paragraph/item: 114; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion</p> <p>Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of a suspension or permanent exclusion, the school should take reasonable steps to set and mark work for the pupil. Online pathways such as Google Classroom or Oak Academy can be used but schools should ensure that the work set is accessible and achievable by the pupil outside school.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The education of pupils prior to the sixth day of an exclusion
316	Renumbering/reference/for matting	<p>p. 34; paragraph/item: 96; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion</p> <p>The governing board should ensure that there are clear processes in place to comply with its legal duty to arrange suitable full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension. This includes:</p>	<p>p. 38; paragraph/item: 115; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion</p> <p>The governing board should ensure that there are clear processes in place to comply with its legal duty to arrange suitable full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension. This includes:</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The education of pupils prior to the sixth day of an exclusion
317	Renumbering/reference/for matting	<p>p. 34; paragraph/item: Bullet; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-</p>	<p>p. 38; paragraph/item: Bullet; section: Part six: The governing board and local authority’s duties to arrange education for excluded pupils; sub-</p>	No substantive wording change identified after normalising paragraph/footnote	The education of pupils prior to the sixth

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		section: The education of pupils prior to the sixth day of an exclusion Checking that there is a process in place for the governing board to assure itself that the education provided is suitable and full-time	section: The education of pupils prior to the sixth day of an exclusion checking that there is a process in place for the governing board to assure itself that the education provided is suitable and full-time	numbering and whitespace; numbering/reference formatting changed.	day of an exclusion
318	Renumbering/reference/formatting	p. 34; paragraph/item: Bullet; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion Quality assuring provision and ensuring that any previous placements have been evaluated, including support for any SEND the pupil may have	p. 38; paragraph/item: Bullet; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion quality assuring provision and ensuring that any previous placements have been evaluated, including support for any SEND the pupil may have	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The education of pupils prior to the sixth day of an exclusion
319	Renumbering/reference/formatting	p. 34; paragraph/item: Bullet; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion Checking whether there is a process in place to monitor the pupil's attendance and behaviour at the provision	p. 38; paragraph/item: Bullet; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion checking whether there is a process in place to monitor the pupil's attendance and behaviour at the provision	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The education of pupils prior to the sixth day of an exclusion
320	Renumbering/reference/formatting	p. 34; paragraph/item: Bullet; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion Checking whether the correct attendance code is being used	p. 38; paragraph/item: Bullet; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion checking whether the correct attendance code is being used	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The education of pupils prior to the sixth day of an exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
321	Minor wording/reference change	<p>p. 34; paragraph/item: Bullet; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion Checking whether the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible, in line with Keeping children safe in education.</p>	<p>p. 38; paragraph/item: Bullet; section: Part six: The governing board and local authority's duties to arrange education for excluded pupils; sub-section: The education of pupils prior to the sixth day of an exclusion checking whether the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible, in line with Keeping children safe in education</p>	<p>Removed/replaced: Checking; education. / Added/replaced: checking; education</p>	<p>The education of pupils prior to the sixth day of an exclusion</p>

Part seven: The governing board's duty to consider an exclusion

116 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
322	Minor wording/reference change	<p>p. 35; paragraph/item: N/A; section: Part seven: The governing board's duty to consider an exclusion</p> <p>Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.56 Part 11 of this guidance provides information about how governing board meetings can be held via the use of remote access (for example, live video link) if requested by a parent57 or due to extraordinary events or unforeseen circumstances.</p>	<p>p. 39; paragraph/item: N/A; section: Part seven: The governing board's duty to consider an exclusion</p> <p>Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.58 Part 11 of this guidance provides information about how governing board meetings can be held via the use of remote access (for example, live video link) if requested by a parent59 or due to extraordinary events or unforeseen circumstances.</p>	<p>Removed/replaced: duties.56; parent57 /</p> <p>Added/replaced: duties.58; parent59</p>	
323	Minor wording/reference change	<p>p. 35; paragraph/item: Heading; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement</p> <p>Guidance for governing boards on considering an excluded pupil's reinstatement58</p>	<p>p. 39; paragraph/item: Heading; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement</p> <p>Guidance for governing boards on considering an excluded pupil's reinstatement60</p>	<p>Removed/replaced: reinstatement58 /</p> <p>Added/replaced: reinstatement60</p>	Guidance for governing boards on considering an excluded pupil's reinstatement
324	Minor wording/reference change	<p>p. 35; paragraph/item: 97; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded</p>	<p>p. 39; paragraph/item: 116; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded</p>	<p>Removed/replaced: 97.; 39, / Added/replaced: 116.; 43,</p>	Guidance for governing boards on considering an excluded

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>pupil's reinstatement The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors (these requirements are illustrated by the diagram on page 39, 'A summary of the governing board's duties to review the headteacher's exclusion decision').</p>	<p>pupil's reinstatement The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors (these requirements are illustrated by the diagram on page 43, 'A summary of the governing board's duties to review the headteacher's exclusion decision').</p>		pupil's reinstatement
325	Renumbering/reference/formatting	<p>p. 35; paragraph/item: 98; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement In the case of a maintained school, the governing board may delegate its functions with respect to the consideration of a suspension or permanent exclusion to a designated sub committee consisting of at least three governors.</p>	<p>p. 39; paragraph/item: 117; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement In the case of a maintained school, the governing board may delegate its functions with respect to the consideration of a suspension or permanent exclusion to a designated sub committee consisting of at least three governors.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on considering an excluded pupil's reinstatement
326	Renumbering/reference/formatting	<p>p. 35; paragraph/item: 99; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement In the case of an academy, the governing board may delegate to a committee of the trust board, including a</p>	<p>p. 39; paragraph/item: 118; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement In the case of an academy, the governing board may delegate to a committee of the trust board, including a</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on considering an excluded pupil's reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		local governing body, if the trust's articles of association allow them to do so.	local governing body, if the trust's articles of association allow them to do so.		
327	Renumbering/reference/formatting	p. 35; paragraph/item: 100; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:	p. 39; paragraph/item: 119; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on considering an excluded pupil's reinstatement
328	Minor wording/reference change	p. 35; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement it is a permanent exclusion;	p. 39; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement it is a permanent exclusion	Removed/replaced: exclusion; / Added/replaced: exclusion	Guidance for governing boards on considering an excluded pupil's reinstatement
329	Minor wording/reference change	p. 35; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term;	p. 39; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term	Removed/replaced: term; / Added/replaced: term	Guidance for governing boards on considering an excluded pupil's reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
330	Minor wording/reference change	p. 35; paragraph/item: footnote; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement Maintained schools governance guide; Academy trust governance guide	p. 39; paragraph/item: footnote; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement Maintained schools governance guide; Academy trust governance guide	Removed/replaced: 56 Maintained / Added/replaced: 58 Maintained	Guidance for governing boards on considering an excluded pupil's reinstatement
331	Renumbering/reference/formatting	p. 35; paragraph/item: fn 57; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	p. 39; paragraph/item: fn 59; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on considering an excluded pupil's reinstatement
332	Minor wording/reference change	p. 35; paragraph/item: fn 58; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement Section 51A Education Act 2002 and regulations made under that section, as well as the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 applies to paragraphs 97 to 107.	p. 39; paragraph/item: fn 60; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement Section 51A Education Act 2002 and regulations made under that section, as well as the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 applies to paragraphs 116 to 126.	Removed/replaced: 58; 97; 107. / Added/replaced: 60; 116; 126.	Guidance for governing boards on considering an excluded pupil's reinstatement
333	Renumbering/reference/formatting	p. 36; paragraph/item: 101; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded	p. 40; paragraph/item: 120; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded	No substantive wording change identified after normalising paragraph/footnote numbering and	Guidance for governing boards on considering an excluded

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>pupil's reinstatement The requirements are different for suspensions where a pupil would be excluded for more than five but not more than 15 school days in a term⁵⁹. In this case, if the parents make representations, the governing board must consider and decide within 50 school days of receiving the notice of suspension whether the suspended pupil should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.</p>	<p>pupil's reinstatement The requirements are different for suspensions where a pupil would be excluded for more than five but not more than 15 school days in a term⁶¹. In this case, if the parents make representations, the governing board must consider and decide within 50 school days of receiving the notice of suspension whether the suspended pupil should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.</p>	whitespace; numbering/reference formatting changed.	pupil's reinstatement
334	Minor wording/reference change	<p>p. 36; paragraph/item: 102; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement Where a suspension or permanent exclusion would result in a pupil missing a public examination or national curriculum test, there is a further requirement for a governing board. It must, so far as is reasonably practicable, consider and decide on the suspension or permanent exclusion before the date of the examination or test. If it is not practical for sufficient governors to consider the reinstatement before the examination or test, the chair of governors, in the case of a</p>	<p>p. 40; paragraph/item: 121; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement Where a suspension or permanent exclusion would result in a pupil missing a public examination or national curriculum test, there is a further requirement for a governing board. It must, so far as is reasonably practicable, consider and decide on the suspension or permanent exclusion before the date of the examination or test. If it is not practical for sufficient governors to consider the reinstatement before the examination or test, the chair of governors, in the case of a</p>	Removed/replaced: 102.; pupil.60 / Added/replaced: 121.; pupil.62	Guidance for governing boards on considering an excluded pupil's reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		maintained school, may consider the suspension or permanent exclusion alone and decide whether or not to reinstate the pupil.60	maintained school, may consider the suspension or permanent exclusion alone and decide whether or not to reinstate the pupil.62		
335	Renumbering/reference/formatting	p. 36; paragraph/item: 103; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement In the case of an academy the pupil's reinstatement may be considered by a committee of the trust board, including a local governing body, if the trust's articles of association allow them to do so.	p. 40; paragraph/item: 122; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement In the case of an academy the pupil's reinstatement may be considered by a committee of the trust board, including a local governing body, if the trust's articles of association allow them to do so.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on considering an excluded pupil's reinstatement
336	Renumbering/reference/formatting	p. 36; paragraph/item: 104; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement The following parties must be invited to a meeting of the governing board and allowed to make representations or share information:	p. 40; paragraph/item: 123; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement The following parties must be invited to a meeting of the governing board and allowed to make representations or share information:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on considering an excluded pupil's reinstatement
337	Minor wording/reference change	p. 36; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement	p. 40; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement	Removed/replaced: friend); / Added/replaced: friend)	Guidance for governing boards on considering an excluded pupil's

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		parents (and, where requested, a representative or friend);	parents (and, where requested, a representative or friend)		reinstatement
338	Minor wording/reference change	p. 36; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement the pupil if they are 18 years or older;	p. 40; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement the pupil if they are 18 years or older	Removed/replaced: older; / Added/replaced: older	Guidance for governing boards on considering an excluded pupil's reinstatement
339	Minor wording/reference change	p. 36; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement the headteacher;	p. 40; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement the headteacher	Removed/replaced: headteacher; / Added/replaced: headteacher	Guidance for governing boards on considering an excluded pupil's reinstatement
340	Substantially amended	p. 36; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement a representative of the local authority (in the case of a maintained school or PRU);61	p. 40; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement a representative of the local authority (in the case of a maintained school or PRU) (parents may request that the local authority and/or the home local authority attend a meeting of an academy's governing board as an observer. The academy trust is not required to agree to such a request, and any representative from the local authority may only make	Removed/replaced: PRU);61 / Added/replaced: PRU) (parents may request that the local authority and/or the home local authority attend a meeting of an academy's g...	Guidance for governing boards on considering an excluded pupil's reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			representations if the governing board gives consent)		
341	Minor wording/reference change	p. 36; paragraph/item: Bullet ; section: Part seven: The governing board's duty to consider an exclusion ; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement the VSH if the child is LAC.	p. 40; paragraph/item: Bullet ; section: Part seven: The governing board's duty to consider an exclusion ; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement the VSH if the child is LAC	Removed/replaced: LAC. / Added/replaced: LAC	Guidance for governing boards on considering an excluded pupil's reinstatement
342	Renumbering/reference/formatting	p. 36; paragraph/item: fn 59 ; section: Part seven: The governing board's duty to consider an exclusion ; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement In the case of a pupil who has been excluded for any more than 15 school days, for example for 15.5 school days, in a term, the governing board must consider and decide on reinstatement within 15 school days.	p. 40; paragraph/item: fn 61 ; section: Part seven: The governing board's duty to consider an exclusion ; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement In the case of a pupil who has been excluded for any more than 15 school days, for example for 15.5 school days, in a term, the governing board must consider and decide on reinstatement within 15 school days.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on considering an excluded pupil's reinstatement
343	Renumbering/reference/formatting	p. 36; paragraph/item: fn 60 ; section: Part seven: The governing board's duty to consider an exclusion ; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement Where the chair is unable to make this consideration, then the vice chair may do so instead.	p. 40; paragraph/item: fn 62 ; section: Part seven: The governing board's duty to consider an exclusion ; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement Where the chair is unable to make this consideration, then the vice chair may do so instead.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on considering an excluded pupil's reinstatement
344	Removed	p. 36; paragraph/item: fn 61 ; section: Part seven: The governing board's	No equivalent text in the July 2026 version	Text removed from the new version.	Guidance for governing

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement</p> <p>Parents may request that the local authority and/or the home local authority attend a meeting of an academy's governing board as an observer; that representative may only make representations with the governing board's consent.</p>			boards on considering an excluded pupil's reinstatement
345	Renumbering/reference/formatting	<p>p. 37; paragraph/item: 105; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement</p> <p>The governing board must make reasonable endeavours to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. Its decision will not be invalid simply on the grounds that it was not made within these time limits.</p>	<p>p. 41; paragraph/item: 124; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement</p> <p>The governing board must make reasonable endeavours to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. Its decision will not be invalid simply on the grounds that it was not made within these time limits.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on considering an excluded pupil's reinstatement
346	Renumbering/reference/formatting	<p>p. 37; paragraph/item: 106; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement</p> <p>In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in</p>	<p>p. 41; paragraph/item: 125; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil's reinstatement</p> <p>In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on considering an excluded pupil's reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.	a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.		
347	Renumbering/reference/formatting	<p>p. 37; paragraph/item: 107; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil’s reinstatement</p> <p>Taking into account, the pupil’s age and understanding, the pupil or their parents should also be made aware of their right to attend and participate in governing board meetings and the pupil should be enabled to make a representation on their own behalf if they wish to do so.</p>	<p>p. 41; paragraph/item: 126; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on considering an excluded pupil’s reinstatement</p> <p>Taking into account, the pupil’s age and understanding, the pupil or their parents should also be made aware of their right to attend and participate in governing board meetings and the pupil should be enabled to make a representation on their own behalf if they wish to do so.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on considering an excluded pupil’s reinstatement
348	Substantially amended	<p>p. 37; paragraph/item: 108; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>Governing boards should already be challenging and evaluating what their school’s data is telling them about their school or academy trust. Boards should carefully consider the level of pupil moves and the characteristics of pupils who are moving on any permanent exclusions to ensure the sanction is only used when necessary as a last resort.</p>	<p>p. 41; paragraph/item: 127; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>Governing boards should routinely challenge and evaluate what their school’s data indicates about pupil movement. This includes carefully considering the levels and characteristics of pupils leaving the school, whether through permanent exclusion, removal from the admission register, off-site direction, or any other</p>	Removed/replaced: 108.; already be challenging; evaluating; is telling them; their school or academy trust. Boards should; consider; level of pupil moves; the; who are moving on; permanent exclusions; the sanction is only used; necessary / Added/replaced: 127.; routinely challenge; evaluate; indicates; pupil movement. This includes; considering; levels; leaving the school, whether	Guidance for governing boards on using data on suspensions and permanent exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			<p>form of pupil movement to ensure that such actions are taken only, when necessary, as a last resort. They should deploy maximum challenge to school leadership to understand these movements and identify any emerging patterns that may require further scrutiny or action.</p>	<p>through permanent exclusion, removal from the admission register, off-site direction, or; other form of pupil movement; that such actions are taken only,; necessary,; They should deploy maximum challenge to school leadersh</p>	
349	Minor wording/reference change	<p>p. 37; paragraph/item: 109; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>Governing boards should review suspensions and permanent exclusions, those taken off roll and those on the school admission register but attending education off-site. It is important to consider both the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves. For example, if high numbers of children with SEND are moving, the school, academy or trust may wish to consider reviewing its SEN support.</p>	<p>p. 41; paragraph/item: 128; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>Governing boards should review suspensions and permanent exclusions, those taken off roll and those on the school admission register but attending education off-site including the separation of pupils for safeguarding purposes. It is important to consider both the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves. For example, if high numbers of children with SEND are moving, the school, academy or trust may wish to consider reviewing its SEN support.</p>	<p>Removed/replaced: 109.; off-site. / Added/replaced: 128.; off-site including the separation of pupils for safeguarding purposes.</p>	<p>Guidance for governing boards on using data on suspensions and permanent exclusions</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
350	Renumbering/reference/formatting	<p>p. 37; paragraph/item: 110; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>Multi-academy trusts (MATs) may also choose to work with their academies to consider this information, and whether there are patterns across academies within a MAT, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.</p>	<p>p. 41; paragraph/item: 129; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>Multi-academy trusts (MATs) may also choose to work with their academies to consider this information, and whether there are patterns across academies within a MAT, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on using data on suspensions and permanent exclusions
351	Renumbering/reference/formatting	<p>p. 37; paragraph/item: 111; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>Governing boards should consider:</p>	<p>p. 41; paragraph/item: 130; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>Governing boards should consider:</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on using data on suspensions and permanent exclusions
352	Amended	<p>p. 38; paragraph/item: Bullet; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving</p>	<p>p. 42; paragraph/item: Bullet; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>whether the placements of pupils directed off-site into alternative provision, or the separate arrangements made to keep pupils apart for</p>	Removed/replaced: provision; it / Added/replaced: provision, or the separate arrangements made to keep pupils apart for safeguarding purposes; it.	Guidance for governing boards on using data on suspensions and permanent exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		its objectives and that pupils are benefiting from it	safeguarding purposes are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it.		
353	Added	No equivalent text in the August 2024 version	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions understanding and making use of performance data in the following areas to hold school leaders to account and to make informed decisions:	Text added in the new version.	Guidance for governing boards on using data on suspensions and permanent exclusions
354	Added	No equivalent text in the August 2024 version	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions pupil numbers, attendance, and exclusions	Text added in the new version.	Guidance for governing boards on using data on suspensions and permanent exclusions
355	Added	No equivalent text in the August 2024 version	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions attainment and progress	Text added in the new version.	Guidance for governing boards on using data on suspensions and permanent exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
356	Added	No equivalent text in the August 2024 version	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions curriculum planning and class sizes	Text added in the new version.	Guidance for governing boards on using data on suspensions and permanent exclusions
357	Added	No equivalent text in the August 2024 version	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions financial management and governance	Text added in the new version.	Guidance for governing boards on using data on suspensions and permanent exclusions
358	Added	No equivalent text in the August 2024 version	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions quality assurance	Text added in the new version.	Guidance for governing boards on using data on suspensions and permanent exclusions
359	Added	No equivalent text in the August 2024 version	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent	Text added in the new version.	Guidance for governing boards on using data on suspensions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			exclusions safeguarding and well-being		and permanent exclusions
360	Added	No equivalent text in the August 2024 version	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions the school community, including staff, pupils, parents, and the governing board	Text added in the new version.	Guidance for governing boards on using data on suspensions and permanent exclusions
361	Added	No equivalent text in the August 2024 version	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions building an evidence base from the most recent and accessible data to identify successes and root causes of problems	Text added in the new version.	Guidance for governing boards on using data on suspensions and permanent exclusions
362	Added	No equivalent text in the August 2024 version	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions using data to benchmark and analyse trends to improve educational and financial outcomes.	Text added in the new version.	Guidance for governing boards on using data on suspensions and permanent exclusions

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
363	Added	No equivalent text in the August 2024 version	p. 43; paragraph/item: Heading; section: Part seven: The governing board's duty to consider an exclusion; sub-section: A summary of the governing board's duties to consider reinstatement636465 A summary of the governing board's duties to consider reinstatement636465	Text added in the new version.	A summary of the governing board's duties to consider reinstatement636465
364	Substantially amended	pp. 38-39; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions Further information can be found here: Understanding your data: a guide for school governors and academy trustees - GOV.UK (www.gov.uk) A summary of the governing board's duties to consider reinstatement62 Conditions of exclusion Governing board duties Does the exclusion meet any of the following conditions?	p. 43; paragraph/item: N/A; section: Part seven: The governing board's duty to consider an exclusion; sub-section: A summary of the governing board's duties to consider reinstatement636465 Conditions of exclusion Governing board duties Does the exclusion meet any of the following conditions?	Removed/replaced: • Further information can be found here: Understanding your data: a guide for school governors and academy trustees -...	A summary of the governing board's duties to consider reinstatement636465
365	Minor wording/reference change	p. 39; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national	p. 43; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: A summary of the governing board's duties to consider reinstatement636465 It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test* No Yes Will the	Removed/replaced: within; permanent; 63; the; mis s; publ ic exa m; 64 / Added/replaced: within; permanent; 6363; the; miss; public exam; 6465	A summary of the governing board's duties to consider reinstatement636465

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>curriculum test* No Yes Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term? The governing board must convene a meeting to consider reinstatement within 15 school days of receiving notice of the suspension or permanent exclusion. 63 No *If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet before the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone. The governing board must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil. Yes 64 Has the parent made representations? No Yes The governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension. The governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.</p>	<p>suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term? The governing board must convene a meeting to consider reinstatement within 15 school days of receiving notice of the suspension or permanent exclusion. 6363 No *If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet before the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone. The governing board must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil. Yes 6465 Has the parent made representations? No Yes The governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension. The governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.</p>		
366	Renumbering/reference/formatting	<p>p. 39; paragraph/item: fn 62; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent</p>	<p>p. 43; paragraph/item: fn 63; section: Part seven: The governing board's duty to consider an exclusion; sub-section: A summary of the governing board's duties to consider reinstatement636465</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;</p>	<p>A summary of the governing board's duties to consider</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		exclusions Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	numbering/reference formatting changed.	reinstatement636465
367	Renumbering/reference/formatting	p. 39; paragraph/item: fn 63; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.	p. 43; paragraph/item: fn 64; section: Part seven: The governing board's duty to consider an exclusion; sub-section: A summary of the governing board's duties to consider reinstatement636465 The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	A summary of the governing board's duties to consider reinstatement636465
368	Renumbering/reference/formatting	p. 39; paragraph/item: fn 64; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions The ability for a chair to review in the case of public exams refers only to maintained schools.	p. 43; paragraph/item: fn 65; section: Part seven: The governing board's duty to consider an exclusion; sub-section: A summary of the governing board's duties to consider reinstatement636465 The ability for a chair to review in the case of public exams refers only to maintained schools.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	A summary of the governing board's duties to consider reinstatement636465
369	Minor wording/reference change	p. 40; paragraph/item: N/A; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions	p. 44; paragraph/item: Heading; section: Part seven: The governing board's duty to consider an exclusion; sub-section: A summary of the governing board's duties to consider reinstatement66 A summary of the governing board's duties to consider reinstatement66	Removed/replaced: reinstatement65 / Added/replaced: reinstatement66	A summary of the governing board's duties to consider reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		A summary of the governing board's duties to consider reinstatement ⁶⁵			
370	Renumbering/reference/formatting	<p>p. 40; paragraph/item: 4; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term? If the answer is yes, go to step 5. If the answer is no, the governing board must consider any representations made by parents⁶⁶ but does not have the power to decide whether to reinstate the pupil.</p>	<p>p. 44; paragraph/item: 4; section: Part seven: The governing board's duty to consider an exclusion; sub-section: A summary of the governing board's duties to consider reinstatement</p> <p>Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term? If the answer is yes, go to step 5. If the answer is no, the governing board must consider any representations made by parents⁶⁷ but does not have the power to decide whether to reinstate the pupil.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	A summary of the governing board's duties to consider reinstatement
371	Renumbering/reference/formatting	<p>p. 40; paragraph/item: fn 65; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>The governing board may delegate its functions to consider an exclusion to a designated committee.</p>	<p>p. 44; paragraph/item: fn 66; section: Part seven: The governing board's duty to consider an exclusion; sub-section: A summary of the governing board's duties to consider reinstatement</p> <p>The governing board may delegate its functions to consider an exclusion to a designated committee.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	A summary of the governing board's duties to consider reinstatement
372	Renumbering/reference/formatting	<p>p. 40; paragraph/item: fn 66; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent</p>	<p>p. 44; paragraph/item: fn 67; section: Part seven: The governing board's duty to consider an exclusion; sub-section: A summary of the governing board's duties to consider reinstatement</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;	A summary of the governing board's duties to consider

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		exclusions Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	numbering/reference formatting changed.	reinstatement
373	Amended	p. 41; paragraph/item: N/A; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions If the answer is no, the governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil. Preparing for the consideration of a suspension or permanent exclusion	p. 45; paragraph/item: N/A; section: Part seven: The governing board's duty to consider an exclusion; sub-section: A summary of the governing board's duties to consider reinstatement If the answer is no, the governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.	Removed/replaced: Preparing for the consideration of a suspension or permanent exclusion	A summary of the governing board's duties to consider reinstatement
374	Added	No equivalent text in the August 2024 version	p. 45; paragraph/item: Heading; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Preparing for the consideration of a suspension or permanent exclusion Preparing for the consideration of a suspension or permanent exclusion	Text added in the new version.	Preparing for the consideration of a suspension or permanent exclusion
375	Renumbering/reference/formatting	p. 41; paragraph/item: 112; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions Where the governing board is legally required to consider the reinstatement of	p. 45; paragraph/item: 131; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Preparing for the consideration of a suspension or permanent exclusion Where the governing board is legally required to consider the reinstatement of	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Preparing for the consideration of a suspension or permanent exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		a suspended or permanently excluded pupil they must:	a suspended or permanently excluded pupil they must:		
376	Minor wording/reference change	p. 41; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions not discuss the suspension or permanent exclusion with any party outside the meeting;	p. 45; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Preparing for the consideration of a suspension or permanent exclusion not discuss the suspension or permanent exclusion with any party outside the meeting	Removed/replaced: meeting; / Added/replaced: meeting	Preparing for the consideration of a suspension or permanent exclusion
377	Minor wording/reference change	p. 41; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions ask for any written evidence in advance of the meeting, including witness statements ⁶⁷ and other relevant information held by the school such as those relating to a pupil's SEN and the pupil's school record;	p. 45; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Preparing for the consideration of a suspension or permanent exclusion ask for any written evidence in advance of the meeting, including witness statements ⁶⁸ and other relevant information held by the school such as those relating to a pupil's SEN and the pupil's school record	Removed/replaced: statements ⁶⁷ ; record; / Added/replaced: statements ⁶⁸ ; record	Preparing for the consideration of a suspension or permanent exclusion
378	Minor wording/reference change	p. 41; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions where possible, circulate any written	p. 45; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Preparing for the consideration of a suspension or permanent exclusion where possible, circulate any written evidence and information, including a	Removed/replaced: meeting; / Added/replaced: meeting	Preparing for the consideration of a suspension or permanent exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		evidence and information, including a list of those who will be present, to all parties at least five school days in advance of the meeting;	list of those who will be present, to all parties at least five school days in advance of the meeting		
379	Amended	<p>p. 41; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>allow parents and the pupil to be accompanied by a friend or representative (where a pupil under 18 years old is to be invited as a witness, the governing board should first seek parental consent);</p>	<p>p. 45; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Preparing for the consideration of a suspension or permanent exclusion</p> <p>allow parents and the pupil to be accompanied by a friend or representative (where a pupil under 18 years old is to be invited as a witness, the governing board should first seek parental consent); more than one friend or representative can be permitted to accompany, having regard to a reasonable limit on numbers attending the meeting</p>	Added/replaced: more than one friend or representative can be permitted to accompany, having regard to a reasonable limit on numbers ...	Preparing for the consideration of a suspension or permanent exclusion
380	Minor wording/reference change	<p>p. 41; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>invite the pupil's social worker, if they have one, and if the pupil is LAC, the VSH to attend;</p>	<p>p. 45; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Preparing for the consideration of a suspension or permanent exclusion</p> <p>invite the pupil's social worker, if they have one, and if the pupil is LAC, the VSH to attend</p>	Removed/replaced: attend; / Added/replaced: attend	Preparing for the consideration of a suspension or permanent exclusion
381	Amended	<p>p. 41; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-</p>	<p>p. 45; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-</p>	Removed/replaced: account the pupil's age and understanding; or how	Preparing for the consideration

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>identify the steps they will take to enable and encourage the suspended or permanently excluded pupil to attend the meeting and speak on their behalf (such as providing accessible information or allowing them to bring a friend), taking into account the pupil's age and understanding; or how the suspended or permanently</p>	<p>section: Preparing for the consideration of a suspension or permanent exclusion</p> <p>identify the steps they will take to enable and encourage the suspended or permanently excluded pupil to attend the meeting and speak on their behalf (such as providing accessible information or allowing them to bring a friend), taking into</p>	<p>the suspended or permanently</p>	<p>of a suspension or permanent exclusion</p>
382	Renumbering/reference/formatting	<p>p. 41; paragraph/item: fn 67; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>Witness statements can be gathered from the headteacher, the pupil's teachers, the designated safeguarding lead, the pupil themselves, the pupil's parent(s) and if applicable, the designated teacher for looked-after children. Where possible, written statements should also be gathered from the pupil's social worker, and for looked-after children the area's VSH.</p>	<p>p. 45; paragraph/item: fn 68; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Preparing for the consideration of a suspension or permanent exclusion</p> <p>Witness statements can be gathered from the headteacher, the pupil's teachers, the designated safeguarding lead, the pupil themselves, the pupil's parent(s) and if applicable, the designated teacher for looked-after children. Where possible, written statements should also be gathered from the pupil's social worker, and for looked-after children the area's VSH.</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>Preparing for the consideration of a suspension or permanent exclusion</p>
383	Substantially amended	<p>p. 42; paragraph/item: N/A; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing</p>	<p>p. 46; paragraph/item: N/A; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Preparing for the</p>	<p>Removed/replaced: possible. Pupils who may miss a public examination or national curriculum test</p>	<p>Preparing for the consideration of a</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>boards on using data on suspensions and permanent exclusions</p> <p>excluded pupil may feed in their views by other means if attending the meeting is not possible. Pupils who may miss a public examination or national curriculum test if they are suspended or permanently excluded</p>	<p>consideration of a suspension or permanent exclusion</p> <p>account the pupil's age and understanding; or how the suspended or permanently excluded pupil may feed in their views by other means if attending the meeting is not possible</p>	<p>if they are suspended or permanently e... /</p> <p>Added/replaced: account the pupil's age and understanding; or how the suspended or permanently; possible</p>	<p>suspension or permanent exclusion</p>
384	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 46; paragraph/item: Heading; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Pupils who may miss a public examination or national curriculum test if they are suspended or permanently excluded</p> <p>Pupils who may miss a public examination or national curriculum test if they are suspended or permanently excluded</p>	<p>Text added in the new version.</p>	<p>Pupils who may miss a public examination or national curriculum test if they are suspended or permanently excluded</p>
385	Renumbering/reference/formatting	<p>p. 42; paragraph/item: 113; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance for governing boards on using data on suspensions and permanent exclusions</p> <p>There is no automatic right for a suspended or permanently excluded pupil to take a public examination or national curriculum test on the school's premises. The governing board should consider whether it would be</p>	<p>p. 46; paragraph/item: 132; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Pupils who may miss a public examination or national curriculum test if they are suspended or permanently excluded</p> <p>There is no automatic right for a suspended or permanently excluded pupil to take a public examination or national curriculum test on the school's premises. The governing board should consider whether it would be</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>Pupils who may miss a public examination or national curriculum test if they are suspended or permanently excluded</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		appropriate to exercise its discretion to allow a suspended or permanently excluded pupil onto the premises for the sole purpose of taking the examination or test or whether this could be facilitated in another way.	appropriate to exercise its discretion to allow a suspended or permanently excluded pupil onto the premises for the sole purpose of taking the examination or test or whether this could be facilitated in another way.		
386	Minor wording/reference change	p. 42; paragraph/item: Heading; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil Considering the reinstatement of a suspended or permanently excluded pupil68	p. 46; paragraph/item: Heading; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil Considering the reinstatement of a suspended or permanently excluded pupil69	Removed/replaced: pupil68 / Added/replaced: pupil69	Considering the reinstatement of a suspended or permanently excluded pupil
387	Renumbering/reference/formatting	p. 42; paragraph/item: 114; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil Where the governing board is legally required to consider reinstating a suspended or permanently excluded pupil, they must consider both the interests and circumstances of the suspended or permanently excluded pupil, and that of other pupils, staff, and school community.	p. 46; paragraph/item: 133; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil Where the governing board is legally required to consider reinstating a suspended or permanently excluded pupil, they must consider both the interests and circumstances of the suspended or permanently excluded pupil, and that of other pupils, staff, and school community.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Considering the reinstatement of a suspended or permanently excluded pupil
388	Renumbering/reference/formatting	p. 42; paragraph/item: 115; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the	p. 46; paragraph/item: 134; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the	No substantive wording change identified after normalising paragraph/footnote	Considering the reinstatement of a

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		reinstatement of a suspended or permanently excluded pupil The governing board must also consider any representations made by or on behalf of:	reinstatement of a suspended or permanently excluded pupil The governing board must also consider any representations made by or on behalf of:	numbering and whitespace; numbering/reference formatting changed.	suspended or permanently excluded pupil
389	Minor wording/reference change	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil the parents or the pupil if they are over 18 years old;	p. 46; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil the parents or the pupil if they are over 18 years old	Removed/replaced: old; / Added/replaced: old	Considering the reinstatement of a suspended or permanently excluded pupil
390	Minor wording/reference change	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil the headteacher;	p. 46; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil the headteacher	Removed/replaced: headteacher; / Added/replaced: headteacher	Considering the reinstatement of a suspended or permanently excluded pupil
391	Minor wording/reference change	p. 42; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil the pupil's social worker if the pupil has one;	p. 46; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil the pupil's social worker if the pupil has one	Removed/replaced: one; / Added/replaced: one	Considering the reinstatement of a suspended or permanently excluded pupil

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
392	Minor wording/reference change	p. 42; paragraph/item: Bullet ; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil if the pupil is looked-after69, the VSH;	p. 46; paragraph/item: Bullet ; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil if the pupil is looked-after70, the VSH	Removed/replaced: looked-after69,; VSH; / Added/replaced: looked-after70,; VSH	Considering the reinstatement of a suspended or permanently excluded pupil
393	Minor wording/reference change	p. 42; paragraph/item: Bullet ; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil and the local authority (in the case of a maintained school or PRU).	p. 46; paragraph/item: Bullet ; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil and the local authority (in the case of a maintained school or PRU)	Removed/replaced: PRU). / Added/replaced: PRU)	Considering the reinstatement of a suspended or permanently excluded pupil
394	Renumbering/reference/formatting	p. 42; paragraph/item: 116 ; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil Taking into account, the pupil’s age and understanding, the pupil or their parents should also be made aware of their right to attend and participate in the governing board meeting and the pupil should be enabled to make a representation on their own behalf if they desire to do so.	p. 46; paragraph/item: 135 ; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil Taking into account, the pupil’s age and understanding, the pupil or their parents should also be made aware of their right to attend and participate in the governing board meeting and the pupil should be enabled to make a representation on their own behalf if they desire to do so.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Considering the reinstatement of a suspended or permanently excluded pupil

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
395	Removed	p. 42; paragraph/item: 117; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil When establishing the facts in relation to a suspension or permanent exclusion the governing board must apply the civil standard of proof, i.e., ‘on the balance of	No equivalent text in the July 2026 version	Text removed from the new version.	Considering the reinstatement of a suspended or permanently excluded pupil
396	Minor wording/reference change	p. 42; paragraph/item: fn 68; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil Paragraphs 114 to 120 gives guidance about section 51A Education Act 2002.	p. 46; paragraph/item: fn 69; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil Paragraphs 133 to 139 gives guidance about section 51A Education Act 2002.	Removed/replaced: 68; 114; 120 / Added/replaced: 69; 133; 139	Considering the reinstatement of a suspended or permanently excluded pupil
397	Renumbering/reference/formatting	p. 42; paragraph/item: fn 69; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil If the pupil is previously looked-after (PLAC) the VSH should provide advice and information, upon request from relevant parties (DT, parents, etc) but does not have a corporate parent role that they have for LAC.	p. 46; paragraph/item: fn 70; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil If the pupil is previously looked-after (PLAC) the VSH should provide advice and information, upon request from relevant parties (DT, parents, etc) but does not have a corporate parent role that they have for LAC.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Considering the reinstatement of a suspended or permanently excluded pupil
398	Amended	p. 43; paragraph/item: N/A; section: Part seven: The governing board’s	p. 47; paragraph/item: 136; section: Part seven: The governing board’s	Added/replaced: 136. When establishing the	Considering the

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.	duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil When establishing the facts in relation to a suspension or permanent exclusion the governing board must apply the civil standard of proof, i.e., 'on the balance of probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.	facts in relation to a suspension or permanent exclusion the governing board must apply th...	reinstatement of a suspended or permanently excluded pupil
399	Renumbering/reference/formatting	p. 43; paragraph/item: 118; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil In the light of its consideration, the governing board can either:	p. 47; paragraph/item: 137; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil In the light of its consideration, the governing board can either:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Considering the reinstatement of a suspended or permanently excluded pupil
400	Minor wording/reference change	p. 43; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil direct reinstatement of the pupil immediately or on a particular date.	p. 47; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil direct reinstatement of the pupil immediately or on a particular date	Removed/replaced: date. / Added/replaced: date	Considering the reinstatement of a suspended or permanently excluded pupil
401	Renumbering/reference/formatting	p. 43; paragraph/item: 119; section: Part seven: The governing board's duty to consider an exclusion; sub-	p. 47; paragraph/item: 138; section: Part seven: The governing board's duty to consider an exclusion; sub-	No substantive wording change identified after normalising	Considering the reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>section: Considering the reinstatement of a suspended or permanently excluded pupil If a reinstatement meeting would make no practical difference because, for example, the pupil has already returned to school following the expiry of a suspension or the parents make clear they do not want their child reinstated, the governing board must still meet to consider whether the pupil should or would have been officially allowed back into the school. Ideally, a reinstatement meeting should happen as soon as possible and should ideally be held before the pupil is back in school.</p>	<p>section: Considering the reinstatement of a suspended or permanently excluded pupil If a reinstatement meeting would make no practical difference because, for example, the pupil has already returned to school following the expiry of a suspension or the parents make clear they do not want their child reinstated, the governing board must still meet to consider whether the pupil should or would have been officially allowed back into the school. Ideally, a reinstatement meeting should happen as soon as possible and should ideally be held before the pupil is back in school.</p>	<p>paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>t of a suspended or permanently excluded pupil</p>
402	Amended	<p>p. 43; paragraph/item: 120; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil If it decides against the reinstatement of a pupil who has been permanently excluded the parents can request an independent review. Guidance on considering the reinstatement of a suspended or permanently excluded pupil</p>	<p>p. 47; paragraph/item: 139; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil If it decides against the reinstatement of a pupil who has been permanently excluded the parents can request an independent review.</p>	<p>Removed/replaced: 120.; Guidance on considering the reinstatement of a suspended or permanently excluded pupil / Added/replaced: 139.</p>	<p>Considering the reinstatement of a suspended or permanently excluded pupil</p>
403	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 47; paragraph/item: Heading; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance on considering the reinstatement of a</p>	<p>Text added in the new version.</p>	<p>Guidance on considering the reinstatement of a</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			suspended or permanently excluded pupil Guidance on considering the reinstatement of a suspended or permanently excluded pupil		suspended or permanently excluded pupil
404	Renumbering/reference/formatting	p. 43; paragraph/item: 121; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil The governing board should agree the steps they will take to ensure all parties will be supported to participate in its consideration and have their views heard. This is particularly important where pupils aged under 18 years old are speaking about their own suspension or permanent exclusion or giving evidence to the governing board.	p. 47; paragraph/item: 140; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance on considering the reinstatement of a suspended or permanently excluded pupil The governing board should agree the steps they will take to ensure all parties will be supported to participate in its consideration and have their views heard. This is particularly important where pupils aged under 18 years old are speaking about their own suspension or permanent exclusion or giving evidence to the governing board.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on considering the reinstatement of a suspended or permanently excluded pupil
405	Renumbering/reference/formatting	p. 43; paragraph/item: 122; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil The governing board should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by the governing board. These minutes should be made available to all parties on request and the record of discussion should state clearly how the decisions have been	p. 47; paragraph/item: 141; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance on considering the reinstatement of a suspended or permanently excluded pupil The governing board should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by the governing board. These minutes should be made available to all parties on request and the record of discussion should state clearly how the decisions have been	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on considering the reinstatement of a suspended or permanently excluded pupil

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		reached, which a clerk should be present for.	reached, which a clerk should be present for.		
406	Renumbering/reference/formatting	<p>p. 43; paragraph/item: 123; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil</p> <p>The governing board should ask all parties to withdraw from the meeting before making a decision. Where present, a clerk should stay to help the governing board by reference to their notes of the meeting and with the wording of the decision letter.</p>	<p>p. 47; paragraph/item: 142; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance on considering the reinstatement of a suspended or permanently excluded pupil</p> <p>The governing board should ask all parties to withdraw from the meeting before making a decision. Where present, a clerk should stay to help the governing board by reference to their notes of the meeting and with the wording of the decision letter.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on considering the reinstatement of a suspended or permanently excluded pupil
407	Renumbering/reference/formatting	<p>p. 43; paragraph/item: 124; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil</p> <p>In reaching a decision on whether a pupil should be reinstated, the governing board should consider whether the decision to suspend or permanently exclude the pupil was lawful, reasonable, and procedurally fair. This should consider the welfare and safeguarding of the pupil and their peers, the headteacher’s legal duties, and any evidence that was presented to the governing board in relation to the decision to exclude.</p>	<p>p. 47; paragraph/item: 143; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance on considering the reinstatement of a suspended or permanently excluded pupil</p> <p>In reaching a decision on whether a pupil should be reinstated, the governing board should consider whether the decision to suspend or permanently exclude the pupil was lawful, reasonable, and procedurally fair. This should consider the welfare and safeguarding of the pupil and their peers, the headteacher’s legal duties, and any evidence that was presented to the governing board in relation to the decision to exclude.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on considering the reinstatement of a suspended or permanently excluded pupil

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
408	Renumbering/reference/formatting	<p>p. 43; paragraph/item: 125; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil</p> <p>The governing board should note the outcome of its consideration on the pupil's educational record, and copies of relevant papers should be kept with the educational record.</p>	<p>p. 48; paragraph/item: 144; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance on considering the reinstatement of a suspended or permanently excluded pupil</p> <p>The governing board should note the outcome of its consideration on the pupil's educational record, and copies of relevant papers should be kept with the educational record.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on considering the reinstatement of a suspended or permanently excluded pupil
409	Renumbering/reference/formatting	<p>p. 44; paragraph/item: 126; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil</p> <p>In cases where the governing board considers parents’ representations but does not reinstate the pupil, it should consider whether it would be appropriate to place a note of its findings on the pupil’s educational record.</p>	<p>p. 48; paragraph/item: 145; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance on considering the reinstatement of a suspended or permanently excluded pupil</p> <p>In cases where the governing board considers parents’ representations but does not reinstate the pupil, it should consider whether it would be appropriate to place a note of its findings on the pupil’s educational record.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on considering the reinstatement of a suspended or permanently excluded pupil
410	Renumbering/reference/formatting	<p>p. 44; paragraph/item: 127; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Considering the reinstatement of a suspended or permanently excluded pupil</p> <p>Claims of discrimination to the First-tier Tribunal⁷⁰ (Special Educational Needs and Disability), in relation to disability, or County Court⁷¹, for all other forms of</p>	<p>p. 48; paragraph/item: 146; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance on considering the reinstatement of a suspended or permanently excluded pupil</p> <p>Claims of discrimination to the First-tier Tribunal⁷¹ (Special Educational Needs and Disability), in relation to disability, or County Court⁷², for all other forms of</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on considering the reinstatement of a suspended or permanently excluded pupil

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		discrimination, can be made up to six months after the discrimination is alleged to have occurred. Schools should retain records and evidence relating to an exclusion for at least six months in case such a claim is made.	discrimination, can be made up to six months after the discrimination is alleged to have occurred. Schools should retain records and evidence relating to an exclusion for at least six months in case such a claim is made.		
411	Amended	<p>p. 44; paragraph/item: 128; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance to social workers and VSHs on attending the governing board meeting</p> <p>It is likely that pupils with a social worker have experienced or are experiencing adversity or difficulties. Social workers can provide important information that helps the governing board understand the experiences of a pupil and their welfare.</p>	<p>p. 48; paragraph/item: 147; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance to social workers and VSHs on attending the governing board meeting</p> <p>It is likely that pupils with a social worker have experienced or are experiencing adversity or difficulties. Social workers can provide important information and act as a voice for the pupil that helps the governing board understand the experiences of a pupil and their welfare.</p>	Removed/replaced: 128. / Added/replaced: 147.; and act as a voice for the pupil	Guidance to social workers and VSHs on attending the governing board meeting
412	Renumbering/reference/formatting	<p>p. 44; paragraph/item: 129; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance to social workers and VSHs on attending the governing board meeting</p> <p>Social workers should, as far as possible, attend the governing board meeting to share information. This should include helping to identify how the pupil’s circumstances may have influenced the circumstances of the pupil’s suspension or permanent exclusion and ensuring that safeguarding needs and risks and the</p>	<p>p. 48; paragraph/item: 148; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Guidance to social workers and VSHs on attending the governing board meeting</p> <p>Social workers should, as far as possible, attend the governing board meeting to share information. This should include helping to identify how the pupil’s circumstances may have influenced the circumstances of the pupil’s suspension or permanent exclusion and ensuring that safeguarding needs and risks and the</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to social workers and VSHs on attending the governing board meeting

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		child's welfare are taken into account. Virtual School Heads	child's welfare are taken into account. Virtual School Heads		
413	Renumbering/reference/formatting	<p>p. 44; paragraph/item: 130; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance to social workers and VSHs on attending the governing board meeting</p> <p>The VSH should, as far as possible, attend the governing board meeting to share information where the pupil is a looked-after child. This should include helping the governing board to understand the pupil's background and circumstances. They should also be able to advise the board on the possible contribution that the pupil's circumstances could have made to the suspension or permanent exclusion.</p>	<p>p. 48; paragraph/item: 149; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance to social workers and VSHs on attending the governing board meeting</p> <p>The VSH should, as far as possible, attend the governing board meeting to share information where the pupil is a looked-after child. This should include helping the governing board to understand the pupil's background and circumstances. They should also be able to advise the board on the possible contribution that the pupil's circumstances could have made to the suspension or permanent exclusion.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to social workers and VSHs on attending the governing board meeting
414	Renumbering/reference/formatting	<p>p. 44; paragraph/item: fn 70; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance to social workers and VSHs on attending the governing board meeting</p> <p>As with the county court for other types of discrimination, claims have to be brought within 6 months of the act to which the claim relates, and the tribunal has the power to consider claims after that time has passed if it considers it just and equitable to do so.</p>	<p>p. 48; paragraph/item: fn 71; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance to social workers and VSHs on attending the governing board meeting</p> <p>As with the county court for other types of discrimination, claims have to be brought within 6 months of the act to which the claim relates, and the tribunal has the power to consider claims after that time has passed if it considers it just and equitable to do so.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to social workers and VSHs on attending the governing board meeting

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
415	Renumbering/reference/formatting	p. 44; paragraph/item: fn 71; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance to social workers and VSHs on attending the governing board meeting Proceedings must be brought within 6 months of the date of the act to which the claim relates, although the county court has power to extend this period if it considers it just and equitable to do so.	p. 48; paragraph/item: fn 72; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Guidance to social workers and VSHs on attending the governing board meeting Proceedings must be brought within 6 months of the date of the act to which the claim relates, although the county court has power to extend this period if it considers it just and equitable to do so.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to social workers and VSHs on attending the governing board meeting
416	Minor wording/reference change	p. 45; paragraph/item: Heading; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement The governing board's duty to notify people after its consideration of reinstatement ⁷²	p. 49; paragraph/item: Heading; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement The governing board's duty to notify people after its consideration of reinstatement ⁷³	Removed/replaced: reinstatement ⁷² / Added/replaced: reinstatement ⁷³	The governing board's duty to notify people after its consideration of reinstatement
417	Renumbering/reference/formatting	p. 45; paragraph/item: 131; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement Where legally required ⁷³ to consider reinstating a suspended or permanently excluded pupil, the governing board must notify parents ⁷⁴ , the headteacher, and where relevant, the local authority, the pupil's social worker and/or the VSH of its decision, and the reasons for it, in	p. 49; paragraph/item: 150; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement Where legally required ⁷⁴ to consider reinstating a suspended or permanently excluded pupil, the governing board must notify parents ⁷⁵ , the headteacher, and where relevant, the local authority, the pupil's social worker and/or the VSH of its decision, and the reasons for it, in	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The governing board's duty to notify people after its consideration of reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		writing and without delay. Where the pupil resides in a different local authority area from the one in which the school is located, the governing board must also inform the pupil's 'home authority'.	writing and without delay. Where the pupil resides in a different local authority area from the one in which the school is located, the governing board must also inform the pupil's 'home authority'.		
418	Renumbering/reference/formatting	<p>p. 45; paragraph/item: 132; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement</p> <p>In the case of a permanent exclusion where the governing board decides not to reinstate the pupil, the governing board's notification must state that the exclusion is permanent and provide notice of parents' right to ask for the decision to be reviewed by an IRP and the following information:</p>	<p>p. 49; paragraph/item: 151; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement</p> <p>In the case of a permanent exclusion where the governing board decides not to reinstate the pupil, the governing board's notification must state that the exclusion is permanent and provide notice of parents' right to ask for the decision to be reviewed by an IRP and the following information:</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The governing board's duty to notify people after its consideration of reinstatement
419	Minor wording/reference change	<p>p. 45; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement</p> <p>the date by which an application for a review must be made (i.e. 15 school days from the date on which notice in writing of the governing board's decision is given to parents – see paragraph 136);</p>	<p>p. 49; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement</p> <p>the date by which an application for a review must be made (i.e. 15 school days from the date on which notice in writing of the governing board's decision is given to parents – see paragraph 155)</p>	Removed/replaced: 136); / Added/replaced: 155)	The governing board's duty to notify people after its consideration of reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
420	Minor wording/reference change	p. 45; paragraph/item: Bullet ; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement where and to whom an application for a review (and any written evidence) should be submitted;	p. 49; paragraph/item: Bullet ; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement where and to whom an application for a review (and any written evidence) should be submitted	Removed/replaced: submitted; / Added/replaced: submitted	The governing board's duty to notify people after its consideration of reinstatement
421	Minor wording/reference change	p. 45; paragraph/item: Bullet ; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement that a request to hold the meeting via the use of remote access can be made and knows how and to whom to make this request to (further information on other information this should include can be found in Annex A: Key principles when conducting meetings via the use of remote access);	p. 49; paragraph/item: Bullet ; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement that a request to hold the meeting via the use of remote access can be made and knows how and to whom to make this request to (further information on other information this should include can be found in Annex A: Key principles when conducting meetings via the use of remote access)	Removed/replaced: access); / Added/replaced: access)	The governing board's duty to notify people after its consideration of reinstatement
422	Minor wording/reference change	p. 45; paragraph/item: Bullet ; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement that any application should set out the grounds on which it is being made and that, where appropriate, this should include a reference to how the pupil's	p. 49; paragraph/item: Bullet ; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement that any application should set out the grounds on which it is being made and that, where appropriate, this should include a reference to how the pupil's	Removed/replaced: exclusion; / Added/replaced: exclusion	The governing board's duty to notify people after its consideration of reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		SEN are considered to be relevant to the permanent exclusion;	SEN are considered to be relevant to the permanent exclusion		
423	Minor wording/reference change	p. 45; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement that, regardless of whether the permanently excluded pupil has recognised SEN, parents have a right to require the local authority/academy trust to appoint a SEN expert to advise the review panel;	p. 49; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement that, regardless of whether the permanently excluded pupil has recognised SEN, parents have a right to require the local authority/academy trust to appoint a SEN expert to advise the review panel	Removed/replaced: panel; / Added/replaced: panel	The governing board's duty to notify people after its consideration of reinstatement
424	Minor wording/reference change	p. 45; paragraph/item: fn 72; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement Paragraphs 131 to 136 gives guidance about section 51A Education Act 2002.	p. 49; paragraph/item: fn 73; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement Paragraphs 150 to 155 gives guidance about section 51A Education Act 2002.	Removed/replaced: 72; 131; 136 / Added/replaced: 73; 150; 155	The governing board's duty to notify people after its consideration of reinstatement
425	Renumbering/reference/formatting	p. 45; paragraph/item: fn 73; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement In the case of a suspension which does not leave the pupil's total number of days of suspension above five in a term,	p. 49; paragraph/item: fn 74; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement In the case of a suspension which does not leave the pupil's total number of days of suspension above five in a term,	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The governing board's duty to notify people after its consideration of

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		or a suspension which leaves the total above five but up to 15 and where the parent or adult pupil does not make representations, the governing board are not required to inform parents about reinstatement.	or a suspension which leaves the total above five but up to 15 and where the parent or adult pupil does not make representations, the governing board are not required to inform parents about reinstatement.		reinstatement
426	Renumbering/reference/formatting	p. 45; paragraph/item: fn 74; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	p. 49; paragraph/item: fn 75; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The governing board's duty to notify people after its consideration of reinstatement
427	Minor wording/reference change	p. 46; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel.	p. 50; paragraph/item: Bullet; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel	Removed/replaced: panel. / Added/replaced: panel	The governing board's duty to notify people after its consideration of reinstatement
428	Renumbering/reference/formatting	p. 46; paragraph/item: 133; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement In addition to the right to apply for an	p. 50; paragraph/item: 152; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement In addition to the right to apply for an	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;	The governing board's duty to notify people after its consideration

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		IRP, if parents believe that there has been unlawful discrimination in relation to the permanent exclusion then they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination.	IRP, if parents believe that there has been unlawful discrimination in relation to the permanent exclusion then they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination.	numbering/reference formatting changed.	of reinstatement
429	Renumbering/reference/formatting	p. 46; paragraph/item: 134; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement A claim of discrimination under the Equality Act 2010 made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place (e.g. the day on which the pupil was permanently excluded).	p. 50; paragraph/item: 153; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement A claim of discrimination under the Equality Act 2010 made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place (e.g. the day on which the pupil was permanently excluded).	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	The governing board's duty to notify people after its consideration of reinstatement
430	Minor wording/reference change	p. 46; paragraph/item: 135; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement The governing board may provide the information in paragraphs 131 and 132 by delivering it directly to parents in person or to their last known address or posting it first class mail to that address.	p. 50; paragraph/item: 154; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement The governing board may provide the information in paragraphs 150 and 151 by delivering it directly to parents in person or to their last known address or posting it first class mail to that address.	Removed/replaced: 135.; 131; 132 / Added/replaced: 154.; 150; 151	The governing board's duty to notify people after its consideration of reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
431	Amended	<p>p. 46; paragraph/item: 136; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: The governing board’s duty to notify people after its consideration of reinstatement</p> <p>Notice is deemed to have been given on the same day if it is delivered or on the second working day after posting if it is sent by first class mail. Providing information to parents⁷⁵ following its decision on reinstatement</p>	<p>p. 50; paragraph/item: 155; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: The governing board’s duty to notify people after its consideration of reinstatement</p> <p>Notice is deemed to have been given on the same day if it is delivered or on the second working day after posting if it is sent by first class mail.</p>	<p>Removed/replaced: 136.; Providing information to parents⁷⁵ following its decision on reinstatement /</p> <p>Added/replaced: 155.</p>	<p>The governing board’s duty to notify people after its consideration of reinstatement</p>
432	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 50; paragraph/item: Heading; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Providing information to parents⁷⁶ following its decision on reinstatement</p> <p>Providing information to parents⁷⁶ following its decision on reinstatement</p>	<p>Text added in the new version.</p>	<p>Providing information to parents⁷⁶ following its decision on reinstatement</p>
433	Renumbering/reference/formatting	<p>p. 46; paragraph/item: 137; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: The governing board’s duty to notify people after its consideration of reinstatement</p> <p>The governing board should set out the reasons for its decision in sufficient detail to enable all parties to understand why the decision was made.</p>	<p>p. 50; paragraph/item: 156; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Providing information to parents⁷⁶ following its decision on reinstatement</p> <p>The governing board should set out the reasons for its decision in sufficient detail to enable all parties to understand why the decision was made.</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>Providing information to parents⁷⁶ following its decision on reinstatement</p>
434	Renumbering/reference/formatting	<p>p. 46; paragraph/item: 138; section: Part seven: The governing board’s duty to consider an exclusion; sub-</p>	<p>p. 50; paragraph/item: 157; section: Part seven: The governing board’s duty to consider an exclusion; sub-</p>	<p>No substantive wording change identified after normalising</p>	<p>Providing information to parents⁷⁶</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>section: The governing board's duty to notify people after its consideration of reinstatement</p> <p>Where relevant, it will be for the governing board to confirm the details of where the parents' application for an IRP should be sent. This is normally the clerk of the IRP. The notice should make it clear that parents are entitled to bring a friend to the review.</p>	<p>section: Providing information to parents⁷⁶ following its decision on reinstatement</p> <p>Where relevant, it will be for the governing board to confirm the details of where the parents' application for an IRP should be sent. This is normally the clerk of the IRP. The notice should make it clear that parents are entitled to bring a friend to the review.</p>	<p>paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>following its decision on reinstatement</p>
435	Minor wording/reference change	<p>p. 46; paragraph/item: 139; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement</p> <p>In providing details of the role of the SEN expert, the governing board should refer to the statutory guidance provided to SEN experts in paragraphs 232 to 235. The notice should explain that there would be no cost to parents for this appointment and that parents must make clear if they wish for a SEN expert to be appointed in any application for a review.</p>	<p>p. 50; paragraph/item: 158; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Providing information to parents⁷⁶ following its decision on reinstatement</p> <p>In providing details of the role of the SEN expert, the governing board should refer to the statutory guidance provided to SEN experts in paragraphs 251 to 254. The notice should explain that there would be no cost to parents for this appointment and that parents must make clear if they wish for a SEN expert to be appointed in any application for a review.</p>	<p>Removed/replaced: 139.; 232; 235. / Added/replaced: 158.; 251; 254.</p>	<p>Providing information to parents⁷⁶ following its decision on reinstatement</p>
436	Minor wording/reference change	<p>p. 46; paragraph/item: 140; section: Part seven: The governing board's duty to consider an exclusion; sub-section: The governing board's duty to notify people after its consideration of reinstatement</p> <p>Where the governing board declines to reinstate the pupil, it should draw the</p>	<p>p. 50; paragraph/item: 159; section: Part seven: The governing board's duty to consider an exclusion; sub-section: Providing information to parents⁷⁶ following its decision on reinstatement</p> <p>Where the governing board declines to reinstate the pupil, it should draw the</p>	<p>Removed/replaced: 140.; 76. / Added/replaced: 159.; 95.</p>	<p>Providing information to parents⁷⁶ following its decision on reinstatement</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		attention of parents to relevant sources of free and impartial information that will allow them to make an informed decision on whether and, if so, how to seek a review of the decision. This information should be included in the letter notifying parents of a decision not to reinstate a permanently excluded pupil, in addition to the information set out in paragraph 76.	attention of parents to relevant sources of free and impartial information that will allow them to make an informed decision on whether and, if so, how to seek a review of the decision. This information should be included in the letter notifying parents of a decision not to reinstate a permanently excluded pupil, in addition to the information set out in paragraph 95.		
437	Renumbering/reference/formatting	p. 46; paragraph/item: fn 75; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: The governing board’s duty to notify people after its consideration of reinstatement Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	p. 50; paragraph/item: fn 76; section: Part seven: The governing board’s duty to consider an exclusion; sub-section: Providing information to parents76 following its decision on reinstatement Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Providing information to parents76 following its decision on reinstatement

Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register

20 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
438	Minor wording/reference change	<p>p. 47; paragraph/item: Heading; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p> <p>Guidance for governing boards on removing an excluded pupil's name from the school admission register76</p>	<p>p. 51; paragraph/item: Heading; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p> <p>Guidance for governing boards on removing an excluded pupil's name from the school admission register77</p>	<p>Removed/replaced: register76 /</p> <p>Added/replaced: register77</p>	Guidance for governing boards on removing an excluded pupil's name from the school admission register
439	Renumbering/reference/formatting	<p>p. 47; paragraph/item: 141; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p> <p>The governing board must ensure that a pupil's name is removed from the school admission register if:</p>	<p>p. 51; paragraph/item: 160; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p> <p>The governing board must ensure that a pupil's name is removed from the school admission register if:</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	Guidance for governing boards on removing an excluded pupil's name from the school admission register
440	Minor wording/reference change	<p>p. 47; paragraph/item: Bullet; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p>	<p>p. 51; paragraph/item: Bullet; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p>	<p>Removed/replaced: IRP. /</p> <p>Added/replaced: IRP</p>	Guidance for governing boards on removing an excluded pupil's name from the school

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		the parents have stated in writing that they will not be applying for an IRP.	the parents have stated in writing that they will not be applying for an IRP		admission register
441	Renumbering/reference/for matting	p. 47; paragraph/item: 142; section: Part eight: The governing board’s duty to remove a permanently excluded pupil’s name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil’s name from the school admission register The school cannot backdate the deletion of the pupil’s name to the date the pupil’s exclusion began.	p. 51; paragraph/item: 161; section: Part eight: The governing board’s duty to remove a permanently excluded pupil’s name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil’s name from the school admission register The school cannot backdate the deletion of the pupil’s name to the date the pupil’s exclusion began.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on removing an excluded pupil’s name from the school admission register
442	Renumbering/reference/for matting	p. 47; paragraph/item: 143; section: Part eight: The governing board’s duty to remove a permanently excluded pupil’s name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil’s name from the school admission register Where an application for an IRP has been made within 15 school days, the school must wait until the review has been determined, or abandoned, and until the governing board has completed any reconsideration that the panel has recommended or directed it to carry out, before removing a pupil’s name from the register. Where a pupil’s name is deleted from the school admissions register because of a permanent exclusion the school must make a return to the local authority.	p. 51; paragraph/item: 162; section: Part eight: The governing board’s duty to remove a permanently excluded pupil’s name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil’s name from the school admission register Where an application for an IRP has been made within 15 school days, the school must wait until the review has been determined, or abandoned, and until the governing board has completed any reconsideration that the panel has recommended or directed it to carry out, before removing a pupil’s name from the register. Where a pupil’s name is deleted from the school admissions register because of a permanent exclusion the school must make a return to the local authority.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on removing an excluded pupil’s name from the school admission register

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
443	Renumbering/reference/formatting	p. 47; paragraph/item: 144; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register ; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register The return must include:	p. 51; paragraph/item: 163; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register ; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register The return must include:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on removing an excluded pupil's name from the school admission register
444	Minor wording/reference change	p. 47; paragraph/item: Bullet ; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register ; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register the pupil's full name and address;	p. 51; paragraph/item: Bullet ; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register ; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register the pupil's full name and address	Removed/replaced: address; / Added/replaced: address	Guidance for governing boards on removing an excluded pupil's name from the school admission register
445	Minor wording/reference change	p. 47; paragraph/item: Bullet ; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register ; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register the full name and address of any parent with whom the pupil normally resides;	p. 51; paragraph/item: Bullet ; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register ; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register the full name and address of any parent with whom the pupil normally resides	Removed/replaced: resides; / Added/replaced: resides	Guidance for governing boards on removing an excluded pupil's name from the school admission register
446	Renumbering/reference/formatting	p. 47; paragraph/item: fn 76 ; section: Part eight: The governing board's duty to remove a permanently	p. 51; paragraph/item: fn 77 ; section: Part eight: The governing board's duty to remove a permanently	No substantive wording change identified after normalising	Guidance for governing boards on

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p> <p>Regulation 9(1)(o), 9(3)(e) and 9(5)(c) of the School Attendance (Pupil Registration) (England) Regulations 2024 set out the circumstances in which a permanently excluded pupil's name must be removed from the register. Regulation 13(4), (5) and (6) set out the information that must be submitted to the local authority.</p>	<p>excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p> <p>Regulation 9(1)(o), 9(3)(e) and 9(5)(c) of the School Attendance (Pupil Registration) (England) Regulations 2024 set out the circumstances in which a permanently excluded pupil's name must be removed from the register. Regulation 13(4), (5) and (6) set out the information that must be submitted to the local authority.</p>	<p>paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>removing an excluded pupil's name from the school admission register</p>
447	Minor wording/reference change	<p>p. 48; paragraph/item: Bullet; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p> <p>at least one telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency;</p>	<p>p. 52; paragraph/item: Bullet; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p> <p>at least one telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency</p>	<p>Removed/replaced: emergency; / Added/replaced: emergency</p>	<p>Guidance for governing boards on removing an excluded pupil's name from the school admission register</p>
448	Minor wording/reference change	<p>p. 48; paragraph/item: Bullet; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p>	<p>p. 52; paragraph/item: Bullet; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register</p>	<p>Removed/replaced: exclusion); / Added/replaced: exclusion)</p>	<p>Guidance for governing boards on removing an excluded pupil's name from the school</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		and the grounds upon which their name is being deleted from the admissions register (i.e. permanent exclusion);	and the grounds upon which their name is being deleted from the admissions register (i.e. permanent exclusion)		admission register
449	Minor wording/reference change	p. 48; paragraph/item: Bullet; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register if the pupil's parent or parents have told the school that the pupil is going to live with one or more of them at a new address, the return must also include the new address, the name of the parent(s) the pupil is going to live with, and the date when the pupil is going to start living there;	p. 52; paragraph/item: Bullet; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register if the pupil's parent or parents have told the school that the pupil is going to live with one or more of them at a new address, the return must also include the new address, the name of the parent(s) the pupil is going to live with, and the date when the pupil is going to start living there	Removed/replaced: there; / Added/replaced: there	Guidance for governing boards on removing an excluded pupil's name from the school admission register
450	Minor wording/reference change	p. 48; paragraph/item: Bullet; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register if the pupil's parent or parents or someone else with control over the pupil's attendance have told the school that the pupil is already going to another school or is going to go to another school, or the school itself has directed or is going to direct the pupil off-site to	p. 52; paragraph/item: Bullet; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register if the pupil's parent or parents or someone else with control over the pupil's attendance have told the school that the pupil is already going to another school or is going to go to another school, or the school itself has directed or is going to direct the pupil off-site to	Removed/replaced: there; / Added/replaced: there	Guidance for governing boards on removing an excluded pupil's name from the school admission register

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		another school, the return must also give the name of that school and the first date when the pupil first attended or is due to attend there;	another school, the return must also give the name of that school and the first date when the pupil first attended or is due to attend there		
451	Renumbering/reference/formatting	p. 48; paragraph/item: 145; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register Where a pupil's name is removed from the school register and a discrimination claim is subsequently made, the First-tier Tribunal (Special Educational Needs and Disability) or County Court has the power to direct that the pupil should be reinstated.	p. 52; paragraph/item: 164; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance for governing boards on removing an excluded pupil's name from the school admission register Where a pupil's name is removed from the school register and a discrimination claim is subsequently made, the First-tier Tribunal (Special Educational Needs and Disability) or County Court has the power to direct that the pupil should be reinstated.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for governing boards on removing an excluded pupil's name from the school admission register
452	Minor wording/reference change	p. 48; paragraph/item: 146; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance on providing exclusion data In addition, within 14 days of a request, a governing board must provide to the Secretary of State and (in the case of maintained schools and PRUs) the local authority, certain information about any pupils suspended or permanently excluded within the last 12 months. ⁷⁷	p. 52; paragraph/item: 165; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance on providing exclusion data In addition, within 14 days of a request, a governing board must provide to the Secretary of State and (in the case of maintained schools and PRUs) the local authority, certain information about any pupils suspended or permanently excluded within the last 12 months.⁷⁸	Removed/replaced: 146.; months. ⁷⁷ / Added/replaced: 165.; months. ⁷⁸	Guidance on providing exclusion data

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
453	Minor wording/reference change	<p>p. 48; paragraph/item: 147; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance to schools on marking attendance registers following permanent exclusion</p> <p>Whilst a permanently excluded pupil's name remains on a school's admission register, the pupil must be marked using the appropriate attendance code. Where alternative provision has been made and the pupil attends it, an appropriate attendance code, such as Code D (Dual Registered - at another educational establishment) or Code B (Off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school), should be used. Where pupils are not attending alternative provision, they should be marked absent using Code E.78</p>	<p>p. 52; paragraph/item: 166; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance to schools on marking attendance registers following permanent exclusion</p> <p>Whilst a permanently excluded pupil's name remains on a school's admission register, the pupil must be marked using the appropriate attendance code. Where alternative provision has been made and the pupil attends it, an appropriate attendance code, such as Code D (Dual Registered - at another educational establishment) or Code B (Off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school), should be used. Where pupils are not attending alternative provision, they should be marked absent using Code E.79</p>	Removed/replaced: 147.; E.78 / Added/replaced: 166.; E.79	Guidance to schools on marking attendance registers following permanent exclusion
454	Minor wording/reference change	<p>p. 48; paragraph/item: fn 77; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance to schools on marking attendance registers following permanent exclusion</p> <p>As set out in the Education (Information About Individual Pupils) (England)</p>	<p>p. 52; paragraph/item: fn 78; section: Part eight: The governing board's duty to remove a permanently excluded pupil's name from the school register; sub-section: Guidance to schools on marking attendance registers following permanent exclusion</p> <p>As set out in the Education (Information About Individual Pupils) (England)</p>	Removed/replaced: 77; 78Regulation / Added/replaced: 78; 79Regulation	Guidance to schools on marking attendance registers following permanent exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		Regulations 2013. Regulation 10 of the School Attendance (Pupil Registration) (England) Regulations 2024 .	Regulations 2013. Regulation 10 of the School Attendance (Pupil Registration) (England) Regulations 2024 .		
455	Amended	<p>p. 49; paragraph/item: 148; section: Part eight: The governing board’s duty to remove a permanently excluded pupil’s name from the school register; sub-section: Guidance on common transfer files</p> <p>Once the pupil’s name has been deleted from the admission register and the pupil has been registered at a new school the common transfer file should be transferred within 15 school days of the pupil ceasing to be registered at the school.</p>	<p>p. 53; paragraph/item: 167; section: Part eight: The governing board’s duty to remove a permanently excluded pupil’s name from the school register; sub-section: Guidance on common transfer files</p> <p>Once the pupil’s name has been deleted from the admission register and the pupil has been registered at a new school, the governing body of the former school should transfer the Common Transfer File (CTF) to the new school within 15 school days of the pupil ceasing to be registered at the former school, unless the governing body and the local authority have agreed that the local authority will do it⁸⁰.</p>	Removed/replaced: 148.; common transfer file should be transferred; school. / Added/replaced: 167.; school, the governing body of the former; should transfer; Common Transfer File (CTF) to the new school; former school, unless the governing body and the local authority have agreed that the local authority will do it ⁸⁰ .	Guidance on common transfer files
456	Renumbering/reference/formatting	<p>p. 49; paragraph/item: 149; section: Part eight: The governing board’s duty to remove a permanently excluded pupil’s name from the school register; sub-section: Guidance to schools on sharing child protection information when a child is permanently excluded</p> <p>Where pupils leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in</p>	<p>p. 53; paragraph/item: 168; section: Part eight: The governing board’s duty to remove a permanently excluded pupil’s name from the school register; sub-section: Guidance to schools on sharing child protection information when a child is permanently excluded</p> <p>Where pupils leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to schools on sharing child protection information when a child is permanently excluded

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs coordinators (SENCOs) or the named person with oversight for SEN in colleges, are aware as required.	year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs coordinators (SENCOs) or the named person with oversight for SEN in colleges, are aware as required.		
457	Added	No equivalent text in the August 2024 version	p. 53; paragraph/item: fn 80; section: Part eight: The governing board’s duty to remove a permanently excluded pupil’s name from the school register; sub-section: Guidance to schools on sharing child protection information when a child is permanently excluded Under Regulation 9(3) of the Education (Pupil Information) (England) Regulations 2005, the responsibility for transferring the CTF rests with the governing body of the school, unless the governing body and the local authority have agreed that the local authority will undertake this function. This legislation only applies if the school is a school maintained by a local authority.	Text added in the new version.	Guidance to schools on sharing child protection information when a child is permanently excluded

Part nine: The local authority or academy trust's duty to arrange an IRP

92 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
458	Renumbering/reference/formatting	<p>p. 50; paragraph/item: N/A; section: Part nine: The local authority or academy trust's duty to arrange an IRP</p> <p>IRPs contribute to a robust process of scrutiny to ensure that exclusions are lawful, reasonable, and procedurally fair. This section sets out how and when local authorities and academy trusts should organise such reviews when requested. Part 11 of this guidance provides information about how IRPs can be held via the use of remote access (for example, live video link) if requested by parents⁷⁹ due to extraordinary events or unforeseen circumstances.</p>	<p>p. 54; paragraph/item: N/A; section: Part nine: The local authority or academy trust's duty to arrange an IRP</p> <p>IRPs contribute to a robust process of scrutiny to ensure that exclusions are lawful, reasonable, and procedurally fair. This section sets out how and when local authorities and academy trusts should organise such reviews when requested. Part 11 of this guidance provides information about how IRPs can be held via the use of remote access (for example, live video link) if requested by parents⁸¹ due to extraordinary events or unforeseen circumstances.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	
459	Minor wording/reference change	<p>p. 50; paragraph/item: Heading; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue</p> <p>Arranging a date and venue⁸⁰</p>	<p>p. 54; paragraph/item: Heading; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue</p> <p>Arranging a date and venue⁸²</p>	Removed/replaced: venue ⁸⁰ / Added/replaced: venue ⁸²	Arranging a date and venue
460	Renumbering/reference/formatting	<p>p. 50; paragraph/item: 150; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue</p> <p>If applied for by parents within the legal time frame, the local authority or (in the case of an academy) the academy trust</p>	<p>p. 54; paragraph/item: 169; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue</p> <p>If applied for by parents within the legal time frame, the local authority or (in the case of an academy) the academy trust</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Arranging a date and venue

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		must, at their own expense, arrange for an IRP hearing to review the decision of a governing board not to reinstate a permanently excluded pupil.	must, at their own expense, arrange for an IRP hearing to review the decision of a governing board not to reinstate a permanently excluded pupil.		
461	Renumbering/reference/formatting	p. 50; paragraph/item: 151; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue The legal time frame for an application is:	p. 54; paragraph/item: 170; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue The legal time frame for an application is:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Arranging a date and venue
462	Minor wording/reference change	p. 50; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue within 15 school days of notice being given to the parents by the governing board of its decision not to reinstate a permanently excluded pupil (in accordance with the requirements summarised in paragraph 131); or	p. 54; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue within 15 school days of notice being given to the parents by the governing board of its decision not to reinstate a permanently excluded pupil (in accordance with the requirements summarised in paragraph 150); or	Removed/replaced: 131); / Added/replaced: 150);	Arranging a date and venue
463	Minor wording/reference change	p. 50; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the	p. 54; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the	Removed/replaced: exclusion.81 / Added/replaced: exclusion83	Arranging a date and venue

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		Equality Act 2010 in relation to the permanent exclusion. ⁸¹	Equality Act 2010 in relation to the permanent exclusion⁸³		
464	Renumbering/reference/formatting	p. 50; paragraph/item: 152; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue Any application made outside of the legal time frame must be rejected by the local authority/academy trust.	p. 54; paragraph/item: 171; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue Any application made outside of the legal time frame must be rejected by the local authority/academy trust.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Arranging a date and venue
465	Minor wording/reference change	p. 50; paragraph/item: 153; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue The local authority/academy trust must not delay or postpone arranging an IRP where parents also make a claim of discrimination in relation to the permanent exclusion to the First-tier Tribunal (Special Educational Needs and Disability) or the County Court. ⁸²	p. 54; paragraph/item: 172; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue The local authority/academy trust must not delay or postpone arranging an IRP where parents also make a claim of discrimination in relation to the permanent exclusion to the First-tier Tribunal (Special Educational Needs and Disability) or the County Court.⁸⁴	Removed/replaced: 153.; Court. ⁸² / Added/replaced: 172.; Court. ⁸⁴	Arranging a date and venue
466	Renumbering/reference/formatting	p. 50; paragraph/item: 154; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue Parents may request an IRP even if they did not make representations to, or attend, the meeting at which the governing board considered reinstating the pupil.	p. 54; paragraph/item: 173; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue Parents may request an IRP even if they did not make representations to, or attend, the meeting at which the governing board considered reinstating the pupil.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Arranging a date and venue

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
467	Added	No equivalent text in the August 2024 version	p. 54; paragraph/item: 174; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue The local authority/academy trust must take reasonable steps to identify a date for the review that all parties, and any SEN expert appointed to give advice in person, are	Text added in the new version.	Arranging a date and venue
468	Minor wording/reference change	p. 50; paragraph/item: footnote; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	p. 54; paragraph/item: footnote; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	Removed/replaced: 79Parent / Added/replaced: 81Parent	Arranging a date and venue
469	Minor wording/reference change	p. 50; paragraph/item: fn 80; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue Paragraphs 150 to 158 gives guidance about section 51A Education Act 2002.	p. 54; paragraph/item: fn 82; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue Paragraphs 169 to 177 gives guidance about section 51A Education Act 2002.	Removed/replaced: 80; 150; 158 / Added/replaced: 82; 169; 177	Arranging a date and venue
470	Renumbering/reference/formatting	p. 50; paragraph/item: fn 81; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue The First-tier Tribunal (Special Educational Needs and Disability) and County Court have the jurisdiction to hear claims of discrimination under the	p. 54; paragraph/item: fn 83; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue The First-tier Tribunal (Special Educational Needs and Disability) and County Court have the jurisdiction to hear claims of discrimination under the	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Arranging a date and venue

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		Equality Act 2010 which relate to exclusions.	Equality Act 2010 which relate to exclusions.		
471	Renumbering/reference/formatting	p. 50; paragraph/item: fn 82; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue In such circumstances, the Tribunal or Court may decide to delay its consideration until after the IRP process has been completed.	p. 54; paragraph/item: fn 84; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue In such circumstances, the Tribunal or Court may decide to delay its consideration until after the IRP process has been completed.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Arranging a date and venue
472	Amended	p. 51; paragraph/item: 155; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue The local authority/academy trust must take reasonable steps to identify a date for the review that all parties, and any SEN expert appointed to give advice in person, are able to attend. ⁸³ The review must begin within 15 school days of the day on which the parent's application for a review was made (panels have the power to adjourn a hearing if required).	p. 55; paragraph/item: N/A; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue able to attend.⁸⁵ The review must begin within 15 school days of the day on which the parent's application for a review was made (panels have the power to adjourn a hearing if required).	Removed/replaced: 155. The local authority/academy trust must take reasonable steps to identify a date for the review that all parties,...; attend. ⁸³ / Added/replaced: attend. ⁸⁵	Arranging a date and venue
473	Minor wording/reference change	p. 51; paragraph/item: 156; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue The venue must be reasonably accessible to all parties. ⁸⁴	p. 55; paragraph/item: 175; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue The venue must be reasonably accessible to all parties.⁸⁶	Removed/replaced: 156.; parties. ⁸⁴ / Added/replaced: 175.; parties. ⁸⁶	Arranging a date and venue

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
474	Renumbering/reference/formatting	<p>p. 51; paragraph/item: 157; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue</p> <p>The local authority/academy trust must arrange a venue for hearing the review. Whatever the venue, the panel must hold the hearing in private unless the local authority/academy trust directs otherwise.</p>	<p>p. 55; paragraph/item: 176; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue</p> <p>The local authority/academy trust must arrange a venue for hearing the review. Whatever the venue, the panel must hold the hearing in private unless the local authority/academy trust directs otherwise.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Arranging a date and venue
475	Amended	<p>p. 51; paragraph/item: 158; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue</p> <p>Where the issues raised by two or more applications for review are the same, or connected, the panel may combine the reviews if, after consultation with all parties, there are no objections. Guidance to the local authority and academy trust on arranging a date and venue for a review</p>	<p>p. 55; paragraph/item: 177; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue</p> <p>Where the issues raised by two or more applications for review are the same, or connected, the panel may combine the reviews if, after consultation with all parties, there are no objections.</p>	Removed/replaced: 158.; Guidance to the local authority and academy trust on arranging a date and venue for a review / Added/replaced: 177.	Arranging a date and venue
476	Added	<p>No equivalent text in the August 2024 version</p>	<p>p. 55; paragraph/item: Heading; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to the local authority and academy trust on arranging a date and venue for a review</p> <p>Guidance to the local authority and academy trust on arranging a date and venue for a review</p>	Text added in the new version.	Guidance to the local authority and academy trust on arranging a date and venue for a review

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
477	Renumbering/reference/formatting	<p>p. 51; paragraph/item: 159; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue</p> <p>The local authority/academy trust should take all reasonable steps to ensure the venue for the review is appropriate and has a suitable area for the parties to wait separately from the panel before the review.</p>	<p>p. 55; paragraph/item: 178; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to the local authority and academy trust on arranging a date and venue for a review</p> <p>The local authority/academy trust should take all reasonable steps to ensure the venue for the review is appropriate and has a suitable area for the parties to wait separately from the panel before the review.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority and academy trust on arranging a date and venue for a review
478	Renumbering/reference/formatting	<p>p. 51; paragraph/item: 160; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Arranging a date and venue</p> <p>Where the issues raised by two or more applications for review are the same, or connected, but the panel does not combine the reviews, the local authority / academy trust should take reasonable steps to ensure fairness and consistency. Where possible, the same panel members should hear all related reviews.</p>	<p>p. 55; paragraph/item: 179; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to the local authority and academy trust on arranging a date and venue for a review</p> <p>Where the issues raised by two or more applications for review are the same, or connected, but the panel does not combine the reviews, the local authority / academy trust should take reasonable steps to ensure fairness and consistency. Where possible, the same panel members should hear all related reviews.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority and academy trust on arranging a date and venue for a review
479	Minor wording/reference change	<p>p. 51; paragraph/item: Heading; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel</p>	<p>p. 55; paragraph/item: Heading; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel</p>	Removed/replaced: members85 / Added/replaced: members87	Appointing panel members

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		members Appointing panel members ⁸⁵	members Appointing panel members ⁸⁷		
480	Minor wording/reference change	p. 51; paragraph/item: 161; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing panel members The local authority/academy trust must constitute the panel with either three or five members (as decided by the local authority/academy trust) representing each of the three categories below. A five member panel must be constituted with two members from each of the categories of school governors and headteachers. ⁸⁶ These must be:	p. 55; paragraph/item: 180; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing panel members The local authority/academy trust must constitute the panel with either three or five members (as decided by the local authority/academy trust) representing each of the three categories below. A five member panel must be constituted with two members from each of the categories of school governors and headteachers.⁸⁸ These must be:	Removed/replaced: 161.; headteachers. ⁸⁶ / Added/replaced: 180.; headteachers. ⁸⁸	Appointing panel members
481	Renumbering/reference/formatting	p. 51; paragraph/item: fn 83; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing panel members Where it is not possible to have in person representation by social workers or VSH, written statements should be provided as far as possible.	p. 55; paragraph/item: fn 85; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing panel members Where it is not possible to have in person representation by social workers or VSH, written statements should be provided as far as possible.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing panel members
482	Renumbering/reference/formatting	p. 51; paragraph/item: fn 84; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing panel members When arranging a venue for the review, the local authority/academy trust must comply with its duties under the Equality	p. 55; paragraph/item: fn 86; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing panel members When arranging a venue for the review, the local authority/academy trust must comply with its duties under the Equality	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing panel members

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		Act 2010 and consider what reasonable adjustments should be made to support the attendance and contribution of parties at the review (for example where a parent or pupil has a disability in relation to mobility or communication that impacts upon his/her ability to attend the meeting or to make representations).	Act 2010 and consider what reasonable adjustments should be made to support the attendance and contribution of parties at the review (for example where a parent or pupil has a disability in relation to mobility or communication that impacts upon his/her ability to attend the meeting or to make representations).		
483	Minor wording/reference change	p. 51; paragraph/item: fn 85; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members Paragraphs 161 to 164 gives guidance about section 51A Education Act 2002.	p. 55; paragraph/item: fn 87; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members Paragraphs 180 to 183 gives guidance about section 51A Education Act 2002.	Removed/replaced: 85; 161; 164 / Added/replaced: 87; 180; 183	Appointing panel members
484	Renumbering/reference/formatting	p. 51; paragraph/item: fn 86; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members Headteachers/principals/teachers in charge of a PRU and governors/management committee members of maintained schools, PRUs and Academies are eligible to be members of IRPs considering a permanent exclusion from any type of school covered by this guidance.	p. 55; paragraph/item: fn 88; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members Headteachers/principals/teachers in charge of a PRU and governors/management committee members of maintained schools, PRUs and Academies are eligible to be members of IRPs considering a permanent exclusion from any type of school covered by this guidance.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing panel members
485	Minor wording/reference change	p. 52; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel	p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel	Removed/replaced: A; volunteer. / Added/replaced: a; volunteer	Appointing panel members

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>members A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer.</p>	<p>members a lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer</p>		
486	Minor wording/reference change	<p>p. 52; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members Current or former school governors (of a maintained school, members of a PRU management committees and directors of academy trusts) who have served as a governor for at least 12 consecutive months in the last five years, provided they have not been teachers or headteachers during that time.</p>	<p>p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members current or former school governors (of a maintained school, members of a PRU management committees and directors of academy trusts) who have served as a governor for at least 12 consecutive months in the last five years, provided they have not been teachers or headteachers during that time</p>	Removed/replaced: Current; time. / Added/replaced: current; time	Appointing panel members
487	Renumbering/reference/formatting	<p>p. 52; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members Headteachers or individuals who have been a headteacher within the last five years.</p>	<p>p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members headteachers or individuals who have been a headteacher within the last five years.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing panel members
488	Renumbering/reference/formatting	<p>p. 52; paragraph/item: 162; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members A person may not serve as a member of a review panel if they:</p>	<p>p. 56; paragraph/item: 181; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members A person may not serve as a member of a review panel if they:</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;	Appointing panel members

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
				numbering/reference formatting changed.	
489	Minor wording/reference change	p. 52; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members are a member of the local authority, if the excluding school is a maintained school or a PRU ;	p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members are a member of the local authority, if the excluding school is a maintained school or a PRU	Removed/replaced: ;	Appointing panel members
490	Minor wording/reference change	p. 52; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members are a director of the academy trust of the school, if the excluding school is an academy;	p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members are a director of the academy trust of the school, if the excluding school is an academy	Removed/replaced: academy; / Added/replaced: academy	Appointing panel members
491	Minor wording/reference change	p. 52; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members are the headteacher of the school who has permanently excluded the pupil or anyone who has held this position in the last five years;	p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members are the headteacher of the school who has permanently excluded the pupil or anyone who has held this position in the last five years	Removed/replaced: years; / Added/replaced: years	Appointing panel members
492	Minor wording/reference change	p. 52; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members are an employee of the local	p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members are an employee of the local	Removed/replaced: school); / Added/replaced: school)	Appointing panel members

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		authority/academy trust, or the governing board, of the school who has permanently excluded the pupil (unless they are employed as a headteacher at another school);	authority/academy trust, or the governing board, of the school who has permanently excluded the pupil (unless they are employed as a headteacher at another school)		
493	Minor wording/reference change	p. 52; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members have not had the required training within the last two years (see paragraph 188).	p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members have not had the required training within the last two years (see paragraph 207)	Removed/replaced: 188). / Added/replaced: 207)	Appointing panel members
494	Renumbering/reference/formatting	p. 52; paragraph/item: 163; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members In relation to panel members appointed by the local authority, sections 173(4) and 174(1) of the Local Government Act 1972 apply when determining allowances for financial loss, travel, or subsistence. It is for the academy trust to determine its own payment arrangements for panel members.	p. 56; paragraph/item: 182; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members In relation to panel members appointed by the local authority, sections 173(4) and 174(1) of the Local Government Act 1972 apply when determining allowances for financial loss, travel, or subsistence. It is for the academy trust to determine its own payment arrangements for panel members.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing panel members
495	Amended	pp. 52-53; paragraph/item: 164; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members The local authority/academy trust must make arrangements to indemnify panel members against any legal costs and	p. 56; paragraph/item: 183; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members The local authority/academy trust must make arrangements to indemnify panel members against any legal costs and	Removed/replaced: 164.; Guidance to the local authority or academy trust on appointing IRP members / Added/replaced: 183.	Appointing panel members

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		expenses reasonably incurred as a result of any decisions or actions connected to the review which are taken in good faith. Guidance to the local authority or academy trust on appointing IRP members	expenses reasonably incurred as a result of any decisions or actions connected to the review which are taken in good faith.		
496	Added	No equivalent text in the August 2024 version	p. 57; paragraph/item: Heading; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Guidance to the local authority or academy trust on appointing IRP members Guidance to the local authority or academy trust on appointing IRP members	Text added in the new version.	Guidance to the local authority or academy trust on appointing IRP members
497	Renumbering/reference/formatting	p. 53; paragraph/item: 165; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing panel members Care should be taken to avoid bias or an appearance of bias. The local authority/academy trust should request that prospective panel members declare any conflict of interest at the earliest opportunity.	p. 57; paragraph/item: 184; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Guidance to the local authority or academy trust on appointing IRP members Care should be taken to avoid bias or an appearance of bias. The local authority/academy trust should request that prospective panel members declare any conflict of interest at the earliest opportunity.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority or academy trust on appointing IRP members
498	Renumbering/reference/formatting	p. 53; paragraph/item: 166; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing panel members Where possible, panel members who	p. 57; paragraph/item: 185; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Guidance to the local authority or academy trust on appointing IRP members	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;	Guidance to the local authority or academy trust on appointing

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		are governors or headteachers should reflect the phase of education (primary/secondary) and type of school from which the pupil was permanently excluded, for example: special school; boarding school; PRU; academy or maintained school.	Where possible, panel members who are governors or headteachers should reflect the phase of education (primary/secondary) and type of school from which the pupil was permanently excluded, for example: special school; boarding school; PRU; academy or maintained school.	numbering/reference formatting changed.	IRP members
499	Renumbering/reference/formatting	p. 53; paragraph/item: 167; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members The local authority/academy trust should consider whether the chair should be someone with a legal qualification or other legal experience. This is particularly important where a clerk will not be providing legal expertise to the panel.	p. 57; paragraph/item: 186; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to the local authority or academy trust on appointing IRP members The local authority/academy trust should consider whether the chair should be someone with a legal qualification or other legal experience. This is particularly important where a clerk will not be providing legal expertise to the panel.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority or academy trust on appointing IRP members
500	Renumbering/reference/formatting	p. 53; paragraph/item: 168; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing panel members To meet their duties within the statutory time frame, the local authority/academy trust should identify several eligible individuals in each of the different categories required to constitute an IRP in advance of an application for a review.	p. 57; paragraph/item: 187; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to the local authority or academy trust on appointing IRP members To meet their duties within the statutory time frame, the local authority/academy trust should identify several eligible individuals in each of the different categories required to constitute an IRP in advance of an application for a review.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority or academy trust on appointing IRP members

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
501	Minor wording/reference change	p. 53; paragraph/item: Heading; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Appointing a clerk and the clerk's role ⁸⁷	p. 57; paragraph/item: Heading; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Appointing a clerk and the clerk's role ⁸⁹	Removed/replaced: role ⁸⁷ / Added/replaced: role ⁸⁹	Appointing a clerk and the clerk's role
502	Renumbering/reference/formatting	p. 53; paragraph/item: 169; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role The local authority/academy trust may appoint a clerk to provide advice to the panel and parties to the review on procedure, law and statutory guidance on suspensions and permanent exclusions.	p. 57; paragraph/item: 188; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role The local authority/academy trust may appoint a clerk to provide advice to the panel and parties to the review on procedure, law and statutory guidance on suspensions and permanent exclusions.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing a clerk and the clerk's role
503	Renumbering/reference/formatting	p. 53; paragraph/item: 170; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Where appointed, the clerk must perform the following additional functions:	p. 57; paragraph/item: 189; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Where appointed, the clerk must perform the following additional functions:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing a clerk and the clerk's role
504	Minor wording/reference change	p. 53; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Make reasonable efforts to inform the following people that they are entitled to make written representations to the	p. 57; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role make reasonable efforts to inform the following people that they are entitled to make written representations to the	Removed/replaced: Make; older;; headteacher;; PRU). / Added/replaced: make; older; headteacher; PRU)	Appointing a clerk and the clerk's role

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		panel, attend the hearing and make oral representations to the panel and be represented: a. the parents or pupil if they are 18 years or older; b. the headteacher; c. the governing board; and d. the local authority (in the case of a maintained school or PRU).	panel, attend the hearing and make oral representations to the panel and be represented: a. the parents or pupil if they are 18 years or older b. the headteacher c. the governing board; and d. the local authority (in the case of a maintained school or PRU)		
505	Amended	p. 53; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Make reasonable efforts to circulate to all parties copies of relevant papers at least 5 school days before the review. These papers must include: a. the governing board's decision;	p. 57; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role make reasonable efforts to circulate to all parties copies of relevant papers at least 5 school days before the review. These papers must include:	Removed/replaced: Make; a. the governing board's decision; / Added/replaced: make	Appointing a clerk and the clerk's role
506	Minor wording/reference change	p. 53; paragraph/item: fn 87; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Paragraphs 169 to 171 gives guidance about section 51A Education Act 2002.	p. 57; paragraph/item: fn 89; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Paragraphs 188 to 190 gives guidance about section 51A Education Act 2002.	Removed/replaced: 87; 169; 171 / Added/replaced: 89; 188; 190	Appointing a clerk and the clerk's role
507	Amended	p. 54; paragraph/item: N/A; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role b. the parents' application for a review; and c. any policies or documents that the governing board was required to have regard to in making its decision.	p. 58; paragraph/item: N/A; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role a. the governing board's decision b. the parents' application for a review; and c. any policies or documents that the	Removed/replaced: decision. / Added/replaced: a. the governing board's decision; decision	Appointing a clerk and the clerk's role

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			governing board was required to have regard to in making its decision		
508	Minor wording/reference change	p. 54; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Give all parties details of those attending and their role, once the position is clear.	p. 58; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role give all parties details of those attending and their role, once the position is clear	Removed/replaced: Give; clear. / Added/replaced: give; clear	Appointing a clerk and the clerk's role
509	Minor wording/reference change	p. 54; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Attend the review and ensure that minutes are produced following instructions from the panel.	p. 58; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role attend the review and ensure that minutes are produced following instructions from the panel	Removed/replaced: Attend; panel. / Added/replaced: attend; panel	Appointing a clerk and the clerk's role
510	Amended	p. 54; paragraph/item: 171; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Where a clerk is not appointed, the functions in paragraph 170 become the responsibility of the local authority/academy trust. Guidance to the local authority or academy trust on appointing an IRP clerk	p. 58; paragraph/item: 190; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Where a clerk is not appointed, the functions in paragraph 189 become the responsibility of the local authority/academy trust.	Removed/replaced: 171.; 170; Guidance to the local authority or academy trust on appointing an IRP clerk / Added/replaced: 190.; 189	Appointing a clerk and the clerk's role
511	Added	No equivalent text in the August 2024 version	p. 58; paragraph/item: Heading; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to the	Text added in the new version.	Guidance to the local authority or academy

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			local authority or academy trust on appointing an IRP clerk Guidance to the local authority or academy trust on appointing an IRP clerk		trust on appointing an IRP clerk
512	Renumbering/reference/formatting	p. 54; paragraph/item: 172; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role The clerk should not have served as a clerk to the governing board in the meeting at which the decision was made by the governing board not to reinstate the pupil.	p. 58; paragraph/item: 191; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to the local authority or academy trust on appointing an IRP clerk The clerk should not have served as a clerk to the governing board in the meeting at which the decision was made by the governing board not to reinstate the pupil.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority or academy trust on appointing an IRP clerk
513	Renumbering/reference/formatting	p. 54; paragraph/item: 173; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role In addition to the training required by law, clerks should have an up to date understanding of developments in case law which are relevant to suspension and permanent exclusion.	p. 58; paragraph/item: 192; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to the local authority or academy trust on appointing an IRP clerk In addition to the training required by law, clerks should have an up to date understanding of developments in case law which are relevant to suspension and permanent exclusion.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority or academy trust on appointing an IRP clerk
514	Amended	p. 54; paragraph/item: 174; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Where a clerk is not appointed, the local	p. 58; paragraph/item: 193; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to the local authority or academy trust on appointing an IRP clerk	Removed/replaced: 174.; Guidance to local authority or academy trust regarding the clerk's role on preparing for an	Guidance to the local authority or academy trust on

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		authority/academy trust should consider what additional steps it may need to take to ensure that the IRP is administered properly. Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review	Where a clerk is not appointed, the local authority/academy trust should consider what additional steps it may need to take to ensure that the IRP is administered properly.	independent review / Added/replaced: 193.	appointing an IRP clerk
515	Added	No equivalent text in the August 2024 version	p. 58; paragraph/item: Heading; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review	Text added in the new version.	Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review
516	Minor wording/reference change	p. 54; paragraph/item: 175; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role The local authority/academy trust should ensure the clerk follows the advice below (paragraphs 176 to 187).	p. 58; paragraph/item: 194; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review The local authority/academy trust should ensure the clerk follows the advice below (paragraphs 195 to 206).	Removed/replaced: 175.; 176; 187). / Added/replaced: 194.; 195; 206).	Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review
517	Renumbering/reference/formatting	p. 54; paragraph/item: 176; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk	p. 58; paragraph/item: 195; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to local	No substantive wording change identified after normalising paragraph/footnote	Guidance to local authority or academy

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>and the clerk’s role The clerk should identify in advance of the meeting whether the pupil (where they are under or over 18 years old) will be attending. Where a permanently excluded pupil is attending the hearing, consideration should be given in advance as to the steps that will be taken to support their participation. If the permanently excluded pupil is not attending, it should be made clear that they may feed in their views through a representative or by submitting a written statement.</p>	<p>authority or academy trust regarding the clerk’s role on preparing for an independent review The clerk should identify in advance of the meeting whether the pupil (where they are under or over 18 years old) will be attending. Where a permanently excluded pupil is attending the hearing, consideration should be given in advance as to the steps that will be taken to support their participation. If the permanently excluded pupil is not attending, it should be made clear that they may feed in their views through a representative or by submitting a written statement.</p>	<p>numbering and whitespace; numbering/reference formatting changed.</p>	<p>trust regarding the clerk’s role on preparing for an independent review</p>
518	Renumbering/reference/formatting	<p>p. 54; paragraph/item: 177; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a clerk and the clerk’s role The clerk should inform the parents of their right to bring a friend to the hearing.</p>	<p>p. 58; paragraph/item: 196; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk’s role on preparing for an independent review The clerk should inform the parents of their right to bring a friend to the hearing.</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>Guidance to local authority or academy trust regarding the clerk’s role on preparing for an independent review</p>
519	Renumbering/reference/formatting	<p>p. 54; paragraph/item: 178; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a clerk and the clerk’s role To review the governing board’s decision, the panel will generally need to</p>	<p>pp. 58-59; paragraph/item: 197; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk’s role on preparing for an independent review</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;</p>	<p>Guidance to local authority or academy trust regarding the clerk’s role</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		hear from those involved in the incident, or incidents, leading to the permanent exclusion. The clerk should also try to ascertain whether an alleged victim, if there is one, wishes to be given a voice at the review. This could be in person, through a representative or by submitting a written statement.	To review the governing board's decision, the panel will generally need to hear from those involved in the incident, or incidents, leading to the permanent exclusion. The clerk should also try to ascertain whether an alleged victim, if there is one, wishes to be given a voice at the review. This could be in person, through a representative or by submitting a written statement.	numbering/reference formatting changed.	on preparing for an independent review
520	Renumbering/reference/formatting	<p>p. 55; paragraph/item: 179; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role</p> <p>In the case of witnesses who are pupils of the school, it will normally be more appropriate for the panel to rely on written statements. Pupils may appear as witnesses if they do so voluntarily and, if they are under 18, with their parent's consent. In such cases, that pupil's parents should be invited to attend the meeting in support of their child.</p>	<p>p. 59; paragraph/item: 198; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review</p> <p>In the case of witnesses who are pupils of the school, it will normally be more appropriate for the panel to rely on written statements. Pupils may appear as witnesses if they do so voluntarily and, if they are under 18, with their parent's consent. In such cases, that pupil's parents should be invited to attend the meeting in support of their child.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review
521	Renumbering/reference/formatting	<p>p. 55; paragraph/item: 180; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role</p> <p>Where character witnesses⁸⁸ are proposed, the clerk should seek the</p>	<p>p. 59; paragraph/item: 199; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;	Guidance to local authority or academy trust regarding the clerk's role

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		agreement of the panel; but this should be allowed unless there is good reason to refuse.	Where character witnesses ⁹⁰ are proposed, the clerk should seek the agreement of the panel; but this should be allowed unless there is good reason to refuse.	numbering/reference formatting changed.	on preparing for an independent review
522	Renumbering/reference/formatting	p. 55; paragraph/item: 181; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role All written witness statements should be attributed, signed, and dated unless the school has good reason to wish to protect the anonymity of the witness, in which case the statement should at least be dated and labelled in a way that allows it to be distinguished from other statements.	p. 59; paragraph/item: 200; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review All written witness statements should be attributed, signed, and dated unless the school has good reason to wish to protect the anonymity of the witness, in which case the statement should at least be dated and labelled in a way that allows it to be distinguished from other statements.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review
523	Renumbering/reference/formatting	p. 55; paragraph/item: 182; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role The general principle remains that permanently excluded pupils are entitled to know the substance behind the reason for their permanent exclusion and the school should communicate this effectively with the pupil. Whilst carrying this out it is important to ensure that any reasonable adjustments are made and recognise that the pupil may have	p. 59; paragraph/item: 201; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review The general principle remains that permanently excluded pupils are entitled to know the substance behind the reason for their permanent exclusion and the school should communicate this effectively with the pupil. Whilst carrying this out it is important to ensure that any	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		additional needs (e.g., speech, language and communication needs, cognition difficulties or EAL).	reasonable adjustments are made and recognise that the pupil may have additional needs (e.g., speech, language and communication needs, cognition difficulties or EAL).		
524	Renumbering/reference/formatting	<p>p. 55; paragraph/item: 183; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a clerk and the clerk’s role</p> <p>Parties (who are parents, the pupil if they are 18 years or older, the headteacher of the school, the responsible body, and the arranging authority) attending the hearing have the right to be represented. Representatives may make written or oral representations to the panel. If any of the parties wish to bring more than one friend or representative, the clerk should seek the panel's agreement in advance, having regard to a reasonable limit on numbers attending the review. All parents may attend if they wish to do so, and each can make representations and be represented.</p>	<p>p. 59; paragraph/item: 202; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk’s role on preparing for an independent review</p> <p>Parties (who are parents, the pupil if they are 18 years or older, the headteacher of the school, the responsible body, and the arranging authority) attending the hearing have the right to be represented. Representatives may make written or oral representations to the panel. If any of the parties wish to bring more than one friend or representative, the clerk should seek the panel's agreement in advance, having regard to a reasonable limit on numbers attending the review. All parents may attend if they wish to do so, and each can make representations and be represented.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to local authority or academy trust regarding the clerk’s role on preparing for an independent review
525	Renumbering/reference/formatting	<p>p. 55; paragraph/item: 184; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a clerk and the clerk’s role</p> <p>In addition to written witness</p>	<p>p. 59; paragraph/item: 203; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk’s role on preparing for an</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;	Guidance to local authority or academy trust regarding the

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		statements, the clerk should request written evidence from the school to circulate it in advance of the meeting, such as policies and documents of the school which the governing board would reasonably have been expected to take account of in reaching its decision on reinstatement.	independent review In addition to written witness statements, the clerk should request written evidence from the school to circulate it in advance of the meeting, such as policies and documents of the school which the governing board would reasonably have been expected to take account of in reaching its decision on reinstatement.	numbering/reference formatting changed.	clerk's role on preparing for an independent review
526	Renumbering/reference/formatting	p. 55; paragraph/item: 185; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Where the school's case rests largely or solely on physical evidence, and where the facts are in dispute, then the physical evidence, if practicable, should be retained and be available to the panel. Where there are difficulties in retaining physical evidence, photographs or signed witness statements should be used.	p. 59; paragraph/item: 204; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review Where the school's case rests largely or solely on physical evidence, and where the facts are in dispute, then the physical evidence, if practicable, should be retained and be available to the panel. Where there are difficulties in retaining physical evidence, photographs or signed witness statements should be used.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review
527	Renumbering/reference/formatting	p. 55; paragraph/item: 186; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a clerk and the clerk's role Where the headteacher who permanently excluded the pupil has left the school, the panel may use its	p. 60; paragraph/item: 205; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk's role on preparing for an independent review Where the headteacher who	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to local authority or academy trust regarding the clerk's role on preparing

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		discretion in deciding whether to also invite this person to make representations.	permanently excluded the pupil has left the school, the panel may use its discretion in deciding whether to also invite this person to make representations.		for an independent review
528	Moved/repositioned	p. 55; paragraph/item: fn 88; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a clerk and the clerk’s role A character witness is someone who provides information not about the specifics of the incident(s) for which the pupil was permanently excluded but about the pupil's character and behaviour in general.	p. 59; paragraph/item: fn 90; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk’s role on preparing for an independent review A character witness is someone who provides information not about the specifics of the incident(s) for which the pupil was permanently excluded but about the pupil's character and behaviour in general.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to local authority or academy trust regarding the clerk’s role on preparing for an independent review
529	Renumbering/reference/formatting	p. 56; paragraph/item: 187; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a clerk and the clerk’s role The clerk should notify the panel where requested documents have not been provided so that the panel can decide on whether to adjourn the hearing to allow for the documents to be provided.	p. 60; paragraph/item: 206; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Guidance to local authority or academy trust regarding the clerk’s role on preparing for an independent review The clerk should notify the panel where requested documents have not been provided so that the panel can decide on whether to adjourn the hearing to allow for the documents to be provided.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to local authority or academy trust regarding the clerk’s role on preparing for an independent review
530	Minor wording/reference change	p. 56; paragraph/item: Heading; section: Part nine: The local authority or academy trust’s duty to arrange an	p. 60; paragraph/item: Heading; section: Part nine: The local authority or academy trust’s duty to arrange an	Removed/replaced: trained89 / Added/replaced: trained91	Ensuring that panel members

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		IRP; sub-section: Ensuring that panel members and clerks are trained Ensuring that panel members and clerks are trained ⁸⁹	IRP; sub-section: Ensuring that panel members and clerks are trained Ensuring that panel members and clerks are trained ⁹¹		and clerks are trained
531	Renumbering/reference/formatting	p. 56; paragraph/item: 188; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained The local authority/academy trust must ensure that all panel members and clerks have received training within the two years before the date of the review. This training must have covered:	p. 60; paragraph/item: 207; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained The local authority/academy trust must ensure that all panel members and clerks have received training within the two years before the date of the review. This training must have covered:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Ensuring that panel members and clerks are trained
532	Minor wording/reference change	p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained the requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds (which would include an understanding of how the principles applicable in an application for judicial review relating to the panel's decision making);	p. 60; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained the requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds (which would include an understanding of how the principles applicable in an application for judicial review relating to the panel's decision making)	Removed/replaced: making); / Added/replaced: making)	Ensuring that panel members and clerks are trained
533	Minor wording/reference change	p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained	p. 60; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained	Removed/replaced: justice; / Added/replaced: justice	Ensuring that panel members and clerks are trained

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		the need for the panel to observe procedural fairness and the rules of natural justice;	the need for the panel to observe procedural fairness and the rules of natural justice		
534	Minor wording/reference change	p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained the role of the chair of a review panel;	p. 60; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained the role of the chair of a review panel	Removed/replaced: panel; / Added/replaced: panel	Ensuring that panel members and clerks are trained
535	Minor wording/reference change	p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained the role of the clerk to a review panel;	p. 60; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained the role of the clerk to a review panel	Removed/replaced: panel; / Added/replaced: panel	Ensuring that panel members and clerks are trained
536	Minor wording/reference change	p. 56; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained the duties of headteachers, governing boards, and the panel under the Equality Act 2010;	p. 60; paragraph/item: Bullet; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained the duties of headteachers, governing boards, and the panel under the Equality Act 2010	Removed/replaced: 2010; / Added/replaced: 2010	Ensuring that panel members and clerks are trained
537	Renumbering/reference/formatting	p. 56; paragraph/item: 189; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert If requested by parents with their application for an independent review, the local authority/academy trust must appoint a SEN expert to attend the	p. 61; paragraph/item: 208; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert If requested by parents with their application for an independent review, the local authority/academy trust must appoint a SEN expert to attend the	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing a SEN expert

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		review and must cover the associated costs of this appointment.	review and must cover the associated costs of this appointment.		
538	Moved/repositioned with wording or reference change	p. 56; paragraph/item: fn 89; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert Paragraph 188 gives guidance about section 51A Education Act 2002.	p. 60; paragraph/item: fn 91; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Ensuring that panel members and clerks are trained Paragraph 207 gives guidance about section 51A Education Act 2002.	Removed/replaced: 89; 188 / Added/replaced: 91; 207	Ensuring that panel members and clerks are trained
539	Renumbering/reference/formatting	p. 57; paragraph/item: 190; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert The local authority/academy trust must make arrangements to indemnify the SEN expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith.	p. 61; paragraph/item: 209; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert The local authority/academy trust must make arrangements to indemnify the SEN expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing a SEN expert
540	Renumbering/reference/formatting	p. 57; paragraph/item: 191; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert The parent or a pupil if they are 18 years or over have a right to request the attendance of a SEN expert at a review, regardless of whether the school recognises that their child has SEN.	p. 61; paragraph/item: 210; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert The parent or a pupil if they are 18 years or over have a right to request the attendance of a SEN expert at a review, regardless of whether the school recognises that their child has SEN.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing a SEN expert

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
541	Minor wording/reference change	<p>p. 57; paragraph/item: 192; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>The SEN expert's role is set out in paragraphs 232 to 235.</p>	<p>p. 61; paragraph/item: 211; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>The SEN expert's role is set out in paragraphs 251 to 254.</p>	<p>Removed/replaced: 192.; 232; 235. /</p> <p>Added/replaced: 211.; 251; 254.</p>	Appointing a SEN expert
542	Minor wording/reference change	<p>p. 57; paragraph/item: 193; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>Individuals may not serve as a SEN expert if they have, or at any time have had, any connection with the local authority, academy trust, school, parents or pupil, or the incident leading to the permanent exclusion, which might reasonably be taken to raise doubts about their ability to act impartially. An individual should not be assumed to have such a connection simply because they are an employee of the local authority/academy trust. 90</p>	<p>p. 61; paragraph/item: 212; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>Individuals may not serve as a SEN expert if they have, or at any time have had, any connection with the local authority, academy trust, school, parents or pupil, or the incident leading to the permanent exclusion, which might reasonably be taken to raise doubts about their ability to act impartially. An individual should not be assumed to have such a connection simply because they are an employee of the local authority/academy trust. 92</p>	<p>Removed/replaced: 193.; 90 / Added/replaced: 212.; 92</p>	Appointing a SEN expert
543	Renumbering/reference/formatting	<p>p. 57; paragraph/item: 194; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>The SEN expert must be someone who has expertise and experience of special educational needs considered by the local authority/academy trust as</p>	<p>p. 61; paragraph/item: 213; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>The SEN expert must be someone who has expertise and experience of special educational needs considered by the local authority/academy trust as</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	Appointing a SEN expert

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		appropriate to perform the functions specified in the legislation.	appropriate to perform the functions specified in the legislation.		
544	Renumbering/reference/formatting	<p>p. 57; paragraph/item: 195; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>The SEN expert should be a professional with first hand experience in the assessment and support of SEN, as well as an understanding of the legal requirements on schools concerning SEN and disability. Examples of suitable individuals might include educational psychologists; specialist SEN teachers; SENCOs; and behaviour support teachers. Recently retired individuals are not precluded from fulfilling this role, though the local authority/academy trust would need to assure themselves that the individual had a good understanding of current practice and the legal requirements on schools in relation to SEN and disability. Additionally, they should also be able to demonstrate that they have experience working in schools.</p>	<p>p. 61; paragraph/item: 214; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>The SEN expert should be a professional with first hand experience in the assessment and support of SEN, as well as an understanding of the legal requirements on schools concerning SEN and disability. Examples of suitable individuals might include educational psychologists; specialist SEN teachers; SENCOs; and behaviour support teachers. Recently retired individuals are not precluded from fulfilling this role, though the local authority/academy trust would need to assure themselves that the individual had a good understanding of current practice and the legal requirements on schools in relation to SEN and disability. Additionally, they should also be able to demonstrate that they have experience working in schools.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing a SEN expert
545	Amended	<p>p. 57; paragraph/item: 196; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>Whilst individuals are not automatically taken to be partial simply because they</p>	<p>p. 61; paragraph/item: 215; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>Whilst individuals are not automatically taken to be partial simply because they</p>	Removed/replaced: 196.; trust should request that prospective SEN experts declare any conflict of interest at the earliest opportunity. / Added/replaced: 215.	Appointing a SEN expert

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		are an employee of, or contracted by, a local authority or academy trust, they should not have had any previous involvement in the assessment or support of SEN for the permanently excluded pupil, or siblings of the permanently excluded pupil. The local authority/academy trust should request that prospective SEN experts declare any conflict of interest at the earliest opportunity.	are an employee of, or contracted by, a local authority or academy trust, they should not have had any previous involvement in the assessment or support of SEN for the permanently excluded pupil, or siblings of the permanently excluded pupil. The local authority/academy		
546	Moved/repositioned with wording or reference change	<p>p. 57; paragraph/item: 197; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>The final decision on the appointment of a SEN expert is for the local authority/academy trust to make but it should take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEN expert. Where possible, this may include offering parents a choice of SEN experts. To meet its duties within the statutory time frame, the local authority/academy trust should consider</p>	<p>p. 62; paragraph/item: 216; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a SEN expert</p> <p>The final decision on the appointment of a SEN expert is for the local authority/academy trust to make but it should take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEN expert. Where possible, this may include offering parents a choice of SEN experts. To meet its duties within the statutory time frame, the local authority/academy trust should consider maintaining a list of individuals capable of performing the role of SEN expert in advance of a request.</p>	Removed/replaced: 197. / Added/replaced: 216.; maintaining a list of individuals capable of performing the role of SEN expert in advance of a request.	Appointing a SEN expert
547	Minor wording/reference change	<p>p. 57; paragraph/item: fn 90; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a SEN</p>	<p>p. 61; paragraph/item: fn 92; section: Part nine: The local authority or academy trust’s duty to arrange an IRP; sub-section: Appointing a SEN</p>	Removed/replaced: 90; 189; 194 / Added/replaced: 92; 208; 217	Appointing a SEN expert

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		expert Paragraphs 189 to 194 gives guidance about section 51A Education Act 2002.	expert Paragraphs 208 to 217 gives guidance about section 51A Education Act 2002.		
548	Substantially amended	p. 58; paragraph/item: N/A; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert maintaining a list of individuals capable of performing the role of SEN expert in advance of a request.	p. 62; paragraph/item: N/A; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert trust should request that prospective SEN experts declare any conflict of interest at the earliest opportunity.	Removed/replaced: maintaining a list; individuals capable of performing; role of SEN expert in advance of a request. / Added/replaced: trust should request that prospective SEN experts declare any conflict; interest at; earliest opportunity.	Appointing a SEN expert
549	Renumbering/reference/formatting	p. 58; paragraph/item: 198; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert It is for the local authority/academy trust to determine the amount of any payment in relation to the appointment of the SEN expert, such as financial loss, travel, and subsistence allowances.	p. 62; paragraph/item: 217; section: Part nine: The local authority or academy trust's duty to arrange an IRP; sub-section: Appointing a SEN expert It is for the local authority/academy trust to determine the amount of any payment in relation to the appointment of the SEN expert, such as financial loss, travel, and subsistence allowances.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Appointing a SEN expert

Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review

54 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
550	Amended	<p>p. 59; paragraph/item: N/A; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review</p> <p>The role of the IRP is to assess whether a pupil's exclusion has been lawful, reasonable, and procedurally fair and what further action might need to be taken. This section offers guidance on how IRPs should be conducted, and the roles of relevant experts and advocates, to achieve this.</p>	<p>p. 63; paragraph/item: N/A; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review</p> <p>The role of the IRP is to review the governing board's decision not to reinstate a permanently excluded pupil and identify what further action might need to be taken. This section offers guidance on how IRPs should be conducted, and the roles of relevant experts and advocates, to achieve this.</p>	<p>Removed/replaced: assess whether; pupil's exclusion has been lawful, reasonable,; procedurally fair and / Added/replaced: review the governing board's decision not to reinstate; permanently excluded pupil; identify</p>	
551	Minor wording/reference change	<p>p. 59; paragraph/item: Heading; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Guidance on the independent review process91</p>	<p>p. 63; paragraph/item: Heading; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Guidance on the independent review process93</p>	<p>Removed/replaced: process91 / Added/replaced: process93</p>	Guidance on the independent review process
552	Renumbering/reference/formatting	<p>p. 59; paragraph/item: 199; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Panel members and, if appointed, the SEN expert must declare any known</p>	<p>p. 63; paragraph/item: 218; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Panel members and, if appointed, the SEN expert must declare any known</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	Guidance on the independent review process

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		conflict of interest to the local authority/academy trust before the start of the review.	conflict of interest to the local authority/academy trust before the start of the review.		
553	Renumbering/reference/formatting	<p>p. 59; paragraph/item: 200; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>The role of the panel is to review the governing board’s decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel must consider the interests and circumstances of the permanently excluded pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.</p>	<p>p. 63; paragraph/item: 219; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>The role of the panel is to review the governing board’s decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel must consider the interests and circumstances of the permanently excluded pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process
554	Renumbering/reference/formatting	<p>p. 59; paragraph/item: 201; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Taking into account, the pupil’s age and understanding, the pupil or their parents should be made aware of their right to attend and participate in the review meeting and the pupil should be</p>	<p>p. 63; paragraph/item: 220; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Taking into account, the pupil’s age and understanding, the pupil or their parents should be made aware of their right to attend and participate in the review meeting and the pupil should be</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		enabled to make a representation on their own behalf if they desire to do so.	enabled to make a representation on their own behalf if they desire to do so.		
555	Renumbering/reference/formatting	<p>p. 59; paragraph/item: 202; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>The panel must apply the civil standard of proof i.e., ‘on the balance of probabilities’ which means that it is more likely than not that a fact is true. This should be applied rather than the criminal standard of ‘beyond reasonable doubt’.</p>	<p>p. 63; paragraph/item: 221; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>The panel must apply the civil standard of proof i.e., ‘on the balance of probabilities’ which means that it is more likely than not that a fact is true. This should be applied rather than the criminal standard of ‘beyond reasonable doubt’.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process
556	Renumbering/reference/formatting	<p>p. 59; paragraph/item: 203; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Following its review, the panel can decide to:</p>	<p>p. 63; paragraph/item: 222; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Following its review, the panel can decide to:</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process
557	Minor wording/reference change	<p>p. 59; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p>	<p>p. 63; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p>	Removed/replaced: reinstate; / Added/replaced: reinstate	Guidance on the independent review process

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		uphold the governing board's decision not to reinstate;	uphold the governing board's decision not to reinstate		
558	Minor wording/reference change	p. 59; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process quash the governing board's decision and direct that the governing board reconsiders reinstatement.	p. 63; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process quash the governing board's decision and direct that the governing board reconsiders reinstatement	Removed/replaced: reinstatement. / Added/replaced: reinstatement	Guidance on the independent review process
559	Renumbering/reference/formatting	p. 59; paragraph/item: 204; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process The panel's decision does not have to be unanimous and can be decided by a majority vote. In the case of a tied vote, the chair has the casting vote.	p. 63; paragraph/item: 223; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process The panel's decision does not have to be unanimous and can be decided by a majority vote. In the case of a tied vote, the chair has the casting vote.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process
560	Minor wording/reference change	p. 59; paragraph/item: fn 91; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process Paragraphs 199 to 218 gives guidance about section 51A Education Act 2002.	p. 63; paragraph/item: fn 93; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process Paragraphs 218 to 237 gives guidance about section 51A Education Act 2002.	Removed/replaced: 91; 199; 218 / Added/replaced: 93; 218; 237	Guidance on the independent review process

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
561	Renumbering/reference/formatting	p. 60; paragraph/item: 205; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process The IRP's decision is binding on the: pupil; parents; governing board; headteacher; and local authority.	p. 64; paragraph/item: 224; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process The IRP's decision is binding on the: pupil; parents; governing board; headteacher; and local authority.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process
562	Minor wording/reference change	p. 60; paragraph/item: 206; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process The panel may only quash a governing board's decision not to reinstate if it considers that the decision was flawed when considered in the light of the principles applicable to an application for judicial review (statutory guidance on this consideration is provided in paragraphs 225 to 229).	p. 64; paragraph/item: 225; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process The panel may only quash a governing board's decision not to reinstate if it considers that the decision was flawed when considered in the light of the principles applicable to an application for judicial review (statutory guidance on this consideration is provided in paragraphs 244 to 248).	Removed/replaced: 206.; 225; 229). / Added/replaced: 225.; 244; 248).	Guidance on the independent review process
563	Renumbering/reference/formatting	p. 60; paragraph/item: 207; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process New evidence may be presented to the panel, though the school may not	p. 64; paragraph/item: 226; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process New evidence may be presented to the panel, though the school may not	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		introduce new reasons for the permanent exclusion or the decision not to reinstate the pupil and the panel must disregard any new reasons that are introduced.	introduce new reasons for the permanent exclusion or the decision not to reinstate the pupil and the panel must disregard any new reasons that are introduced.		
564	Renumbering/reference/formatting	<p>p. 60; paragraph/item: 208; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>In deciding whether the governing board’s decision was flawed, and whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision not to reinstate. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.</p>	<p>p. 64; paragraph/item: 227; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>In deciding whether the governing board’s decision was flawed, and whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision not to reinstate. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process
565	Renumbering/reference/formatting	<p>p. 60; paragraph/item: 209; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>If evidence is presented that the panel considers it is unreasonable to expect</p>	<p>p. 64; paragraph/item: 228; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>If evidence is presented that the panel considers it is unreasonable to expect</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.	the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.		
566	Renumbering/reference/formatting	<p>p. 60; paragraph/item: 210; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Where a SEN expert is present, the panel must seek and have regard to the SEN expert’s view of how SEN may be relevant to the pupil’s permanent exclusion.</p>	<p>p. 64; paragraph/item: 229; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Where a SEN expert is present, the panel must seek and have regard to the SEN expert’s view of how SEN may be relevant to the pupil’s permanent exclusion.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process
567	Renumbering/reference/formatting	<p>p. 60; paragraph/item: 211; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil’s experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil’s permanent exclusion.</p>	<p>p. 64; paragraph/item: 230; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil’s experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil’s permanent exclusion.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
568	Renumbering/reference/formatting	<p>p. 60; paragraph/item: 212; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Where a VSH is present, the panel must have regard to any representation made by the VSH of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion or relevant to the pupil's permanent exclusion.</p>	<p>p. 64; paragraph/item: 231; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Where a VSH is present, the panel must have regard to any representation made by the VSH of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion or relevant to the pupil's permanent exclusion.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process
569	Renumbering/reference/formatting	<p>p. 60; paragraph/item: 213; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>The jurisdiction of the First-tier Tribunal (Special Educational Needs and Disability) and County Court to hear claims of discrimination relating to a permanent exclusion does not preclude an IRP from considering issues of discrimination in reaching its decision.</p>	<p>p. 64; paragraph/item: 232; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>The jurisdiction of the First-tier Tribunal (Special Educational Needs and Disability) and County Court to hear claims of discrimination relating to a permanent exclusion does not preclude an IRP from considering issues of discrimination in reaching its decision.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process
570	Minor wording/reference change	<p>pp. 60-61; paragraph/item: 214; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review;</p>	<p>pp. 64-65; paragraph/item: 233; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review;</p>	Removed/replaced: 214.; 231 / Added/replaced: 233.; 250	Guidance on the independent review process

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>sub-section: Guidance on the independent review process If a panel directs a governing board to reconsider reinstatement it may order the local authority to adjust the school’s budget or (in the case of an academy) the academy trust to make an equivalent payment to the local authority in whose area the school is located unless, within ten school days of receiving notice of the panel’s decision, the governing board decides to reinstate the pupil. Paragraph 231 provides statutory guidance to panels on the circumstances under which this payment should not be ordered. The sum of this adjustment/payment must be £4,000 and would be in addition to any funding that would normally follow a permanently excluded pupil. The panel does not have the power to order a financial readjustment or payment in circumstances where it has only recommended that the governing board reconsiders the reinstatement of the pupil.</p>	<p>sub-section: Guidance on the independent review process If a panel directs a governing board to reconsider reinstatement it may order the local authority to adjust the school’s budget or (in the case of an academy) the academy trust to make an equivalent payment to the local authority in whose area the school is located unless, within ten school days of receiving notice of the panel’s decision, the governing board decides to reinstate the pupil. Paragraph 250 provides statutory guidance to panels on the circumstances under which this payment should not be ordered. The sum of this adjustment/payment must be £4,000 and would be in addition to any funding that would normally follow a permanently excluded pupil. The panel does not have the power to order a financial readjustment or payment in circumstances where it has only recommended that the governing board reconsiders the reinstatement of the pupil.</p>		
571	Renumbering/reference/formatting	<p>p. 61; paragraph/item: 215; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process The panel may adjourn on more than</p>	<p>p. 65; paragraph/item: 234; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process The panel may adjourn on more than</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>one occasion, if necessary. Consideration must be given to the effect of adjournment on the parties to the review, the permanently excluded pupil and their parents, and any victim(s).</p>	<p>one occasion, if necessary. Consideration must be given to the effect of adjournment on the parties to the review, the permanently excluded pupil and their parents, and any victim(s).</p>		
572	Minor wording/reference change	<p>p. 61; paragraph/item: 216; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>A review cannot continue if the panel no longer has representation from each of the three categories of members required (see paragraph 161). In this event, the panel may be adjourned until the number can be restored.</p>	<p>p. 65; paragraph/item: 235; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>A review cannot continue if the panel no longer has representation from each of the three categories of members required (see paragraph 180). In this event, the panel may be adjourned until the number can be restored.</p>	Removed/replaced: 216.; 161). / Added/replaced: 235.; 180).	Guidance on the independent review process
573	Renumbering/reference/formatting	<p>p. 61; paragraph/item: 217; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Once a review has begun, no panel member may be substituted by a new member for any reason. Accordingly, if the required representation cannot be restored from the original members, a new panel must be constituted to conduct the review afresh. In the case of a five member panel, the panel may</p>	<p>p. 65; paragraph/item: 236; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process</p> <p>Once a review has begun, no panel member may be substituted by a new member for any reason. Accordingly, if the required representation cannot be restored from the original members, a new panel must be constituted to conduct the review afresh. In the case of a five member panel, the panel may</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		continue in the absence of any of its members, provided all three categories of members are still represented.	continue in the absence of any of its members, provided all three categories of members are still represented.		
574	Renumbering/reference/formatting	p. 61; paragraph/item: 218; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process Following the review, the panel must issue written notification to all parties without delay. This notification must include:	p. 65; paragraph/item: 237; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process Following the review, the panel must issue written notification to all parties without delay. This notification must include:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the independent review process
575	Minor wording/reference change	p. 61; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process the panel's decision and the reasons for it;	p. 65; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process the panel's decision and the reasons for it	Removed/replaced: it; / Added/replaced: it	Guidance on the independent review process
576	Minor wording/reference change	p. 61; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process any information that the panel has directed the governing board to place on the pupil's educational record.	p. 65; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance on the independent review process any information that the panel has directed the governing board to place on the pupil's educational record	Removed/replaced: record. / Added/replaced: record	Guidance on the independent review process

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
577	Renumbering/reference/formatting	<p>p. 61; paragraph/item: 219; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the conduct of an IRP</p> <p>The chair should outline the procedure to be followed and explain to all parties that the panel is independent of the school, the local authority and (in the case of an academy) the academy trust. The panel should support all parties to participate in the review and ensure that their views are properly heard. The independent review should be conducted in an accessible, unthreatening, and non adversarial manner.</p>	<p>p. 65; paragraph/item: 238; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the conduct of an IRP</p> <p>The chair should outline the procedure to be followed and explain to all parties that the panel is independent of the school, the local authority and (in the case of an academy) the academy trust. The panel should support all parties to participate in the review and ensure that their views are properly heard. The independent review should be conducted in an accessible, unthreatening, and non adversarial manner.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to IRP members on the conduct of an IRP
578	Renumbering/reference/formatting	<p>p. 61; paragraph/item: 220; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the conduct of an IRP</p> <p>Where a SEN expert has been requested but is not present, the panel should make parents aware of their right to request that the review is adjourned until a SEN expert can attend.</p>	<p>p. 65; paragraph/item: 239; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the conduct of an IRP</p> <p>Where a SEN expert has been requested but is not present, the panel should make parents aware of their right to request that the review is adjourned until a SEN expert can attend.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to IRP members on the conduct of an IRP
579	Renumbering/reference/formatting	<p>p. 62; paragraph/item: 221; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social</p>	<p>p. 65; paragraph/item: 240; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social</p>	No substantive wording change identified after normalising	Guidance to IRP members on

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the conduct of an IRP</p> <p>It is for the panel to decide whether any witnesses should stay after giving evidence for the rest of the review, but they should not be present before giving evidence.</p>	<p>worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the conduct of an IRP</p> <p>It is for the panel to decide whether any witnesses should stay after giving evidence for the rest of the review, but they should not be present before giving evidence.</p>	<p>paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>the conduct of an IRP</p>
580	Renumbering/reference/formatting	<p>p. 62; paragraph/item: 222; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the conduct of an IRP</p> <p>In the interests of fairness and transparency, care should be taken to ensure that no one, other than the clerk, is present with the panel in the absence of the other parties. This includes the SEN expert. The panel should ask everyone, apart from the clerk, to withdraw before the panel makes a decision. The clerk may stay to help the panel by referring to the notes of the meeting and providing advice on the wording of the decision letter.</p>	<p>p. 66; paragraph/item: 241; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the conduct of an IRP</p> <p>In the interests of fairness and transparency, care should be taken to ensure that no one, other than the clerk, is present with the panel in the absence of the other parties. This includes the SEN expert. The panel should ask everyone, apart from the clerk, to withdraw before the panel makes a decision. The clerk may stay to help the panel by referring to the notes of the meeting and providing advice on the wording of the decision letter.</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>Guidance to IRP members on the conduct of an IRP</p>
581	Renumbering/reference/formatting	<p>p. 62; paragraph/item: 223; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members</p>	<p>p. 66; paragraph/item: 242; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;</p>	<p>Guidance to IRP members on the conduct of an IRP</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>on the conduct of an IRP Where parents are not seeking reinstatement for their child, this fact should be acknowledged by the panel, but it should not affect the conduct of the panel or its decision. Recording of the panel’s findings on a child’s educational record and an acknowledgement by the governing board that it would be appropriate for it to offer to reinstate the pupil are both potential outcomes in these circumstances.</p>	<p>on the conduct of an IRP Where parents are not seeking reinstatement for their child, this fact should be acknowledged by the panel, but it should not affect the conduct of the panel or its decision. Recording of the panel’s findings on a child’s educational record and an acknowledgement by the governing board that it would be appropriate for it to offer to reinstate the pupil are both potential outcomes in these circumstances.</p>	numbering/reference formatting changed.	
582	Minor wording/reference change	<p>p. 62; paragraph/item: 224; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the conduct of an IRP If a panel cannot continue because it no longer has representation from each of the three categories of members required (see paragraph 161) it should, having regard to the circumstances and the effect on the parties, victim, and pupil/parent, adjourn to allow reasonable time for enough missing members to become available.</p>	<p>p. 66; paragraph/item: 243; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the conduct of an IRP If a panel cannot continue because it no longer has representation from each of the three categories of members required (see paragraph 180) it should, having regard to the circumstances and the effect on the parties, victim, and pupil/parent, adjourn to allow reasonable time for enough missing members to become available.</p>	Removed/replaced: 224.; 161) / Added/replaced: 243.; 180)	Guidance to IRP members on the conduct of an IRP
583	Renumbering/reference/formatting	<p>p. 62; paragraph/item: 225; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-</p>	<p>p. 66; paragraph/item: 244; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-</p>	No substantive wording change identified after normalising paragraph/footnote numbering and	Guidance to IRP members on coming to a decision

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>section: Guidance to IRP members on coming to a decision The panel’s decision should not be influenced by any stated intention of the parents or pupil not to return to the school. The focus of the panel’s decision is whether there are sufficient grounds for them to direct or recommend that the governing board reconsider its decision that the pupil should not be reinstated.</p>	<p>section: Guidance to IRP members on coming to a decision The panel’s decision should not be influenced by any stated intention of the parents or pupil not to return to the school. The focus of the panel’s decision is whether there are sufficient grounds for them to direct or recommend that the governing board reconsider its decision that the pupil should not be reinstated.</p>	whitespace; numbering/reference formatting changed.	
584	Renumbering/ reference/ for matting	<p>p. 62; paragraph/item: 226; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision Public law principles underpin good decision making. All decisions of a governing board must be made in accordance with public law. Panels are expected to understand the legislation that is relevant to suspensions and permanent exclusions and the legal principles that apply. Headteachers and governing board members of panels are likely to have first hand experience of the education context that may be relevant to considerations about whether a decision was reasonable in the circumstances.</p>	<p>p. 66; paragraph/item: 245; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision Public law principles underpin good decision making. All decisions of a governing board must be made in accordance with public law. Panels are expected to understand the legislation that is relevant to suspensions and permanent exclusions and the legal principles that apply. Headteachers and governing board members of panels are likely to have first hand experience of the education context that may be relevant to considerations about whether a decision was reasonable in the circumstances.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to IRP members on coming to a decision

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
585	Renumbering/reference/formatting	<p>p. 62; paragraph/item: 227; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>When considering the governing board's decision in light of the principles applicable in an application for judicial review, the panel should apply the following tests:</p>	<p>p. 66; paragraph/item: 246; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>When considering the governing board's decision in light of the principles applicable in an application for judicial review, the panel should apply the following tests:</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to IRP members on coming to a decision
586	Renumbering/reference/formatting	<p>p. 62; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>Illegality – did the governing board act outside the scope of its legal powers in deciding that the pupil should not be reinstated?</p>	<p>p. 66; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>illegality – did the governing board act outside the scope of its legal powers in deciding that the pupil should not be reinstated?</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to IRP members on coming to a decision
587	Renumbering/reference/formatting	<p>p. 62; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>Irrationality – did the governing board rely on irrelevant points, fail to take account of all relevant points, or make a decision so unreasonable that no</p>	<p>p. 66; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>irrationality – did the governing board rely on irrelevant points, fail to take account of all relevant points, or make a decision so unreasonable that no</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to IRP members on coming to a decision

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		governing board acting reasonably in such circumstances could have made it?	governing board acting reasonably in such circumstances could have made it?		
588	Renumbering/reference/formatting	<p>p. 63; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>Procedural impropriety – was the governing board’s consideration so procedurally unfair or flawed that justice was clearly not done?</p>	<p>p. 66; paragraph/item: Bullet; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>procedural impropriety – was the governing board’s consideration so procedurally unfair or flawed that justice was clearly not done?</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to IRP members on coming to a decision
589	Renumbering/reference/formatting	<p>p. 63; paragraph/item: 228; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>Procedural impropriety means not simply a breach of minor points of procedure but something more substantive that has a significant effect on the quality of the decision making process. This will be a judgement for the panel to make, but the following are examples of issues that could give rise to procedural impropriety: bias; failing to notify parents of their right to make representations; the governing board making a decision without having given parents an opportunity to make</p>	<p>p. 67; paragraph/item: 247; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>Procedural impropriety means not simply a breach of minor points of procedure but something more substantive that has a significant effect on the quality of the decision making process. This will be a judgement for the panel to make, but the following are examples of issues that could give rise to procedural impropriety: bias; failing to notify parents of their right to make representations; the governing board making a decision without having given parents an opportunity to make</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to IRP members on coming to a decision

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		representations; failing to give reasons for a decision; or being a judge in your own case (for example, if the headteacher who took the decision to exclude were also to vote on whether the pupil should be reinstated).	representations; failing to give reasons for a decision; or being a judge in your own case (for example, if the headteacher who took the decision to exclude were also to vote on whether the pupil should be reinstated).		
590	Renumbering/reference/formatting	<p>p. 63; paragraph/item: 229; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>Where the criteria for quashing a decision not to reinstate has not been met, the panel should consider whether it would be appropriate to recommend that a governing board reconsiders its decision not to reinstate the pupil. This should not be the default option but should be used where evidence of procedural flaws has been identified that do not meet the criteria for quashing the decision, but which the panel believes justify a reconsideration of the governing board's decision. This could include when new evidence presented at the review hearing was not available to the governing board at the time of its decision.</p>	<p>p. 67; paragraph/item: 248; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on coming to a decision</p> <p>Where the criteria for quashing a decision not to reinstate has not been met, the panel should consider whether it would be appropriate to recommend that a governing board reconsiders its decision not to reinstate the pupil. This should not be the default option but should be used where evidence of procedural flaws has been identified that do not meet the criteria for quashing the decision, but which the panel believes justify a reconsideration of the governing board's decision. This could include when new evidence presented at the review hearing was not available to the governing board at the time of its decision.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to IRP members on coming to a decision
591	Renumbering/reference/formatting	<p>p. 63; paragraph/item: 230; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct</p>	<p>p. 67; paragraph/item: 249; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct</p>	No substantive wording change identified after normalising paragraph/footnote	Guidance to IRP members on

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>of an independent review; sub-section: Guidance to IRP members on coming to a decision In all other cases the panel should uphold the governing board’s decision.</p>	<p>of an independent review; sub-section: Guidance to IRP members on coming to a decision In all other cases the panel should uphold the governing board’s decision.</p>	<p>numbering and whitespace; numbering/reference formatting changed.</p>	<p>coming to a decision</p>
592	Renumbering/reference/formatting	<p>p. 63; paragraph/item: 231; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the financial readjustment or payment In the case of a maintained school or PRU, where a panel has quashed the governing board’s decision and directed that it reconsiders, the panel should order that a readjustment must be made to the school’s budget, unless within ten school days of receiving notice of the panel’s decision, the governing board decides to reinstate the pupil. In the case of an academy, where the panel has quashed the governing board’s decision, the panel should order that the academy trust must make a payment directly to the local authority in whose area the academy is located, unless within ten school days of receiving notice of the panel’s decision, the governing board decides to reinstate the pupil.</p>	<p>p. 67; paragraph/item: 250; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to IRP members on the financial readjustment or payment In the case of a maintained school or PRU, where a panel has quashed the governing board’s decision and directed that it reconsiders, the panel should order that a readjustment must be made to the school’s budget, unless within ten school days of receiving notice of the panel’s decision, the governing board decides to reinstate the pupil. In the case of an academy, where the panel has quashed the governing board’s decision, the panel should order that the academy trust must make a payment directly to the local authority in whose area the academy is located, unless within ten school days of receiving notice of the panel’s decision, the governing board decides to reinstate the pupil.</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>Guidance to IRP members on the financial readjustment or payment</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
593	Renumbering/reference/formatting	<p>pp. 63-64; paragraph/item: 232; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to SEN experts on their conduct during an independent review</p> <p>The SEN expert’s role is analogous to an expert witness, providing impartial specialist advice to the panel on how SEN might be relevant to the permanent exclusion. The SEN expert should base their advice on the evidence provided to the panel. The SEN expert’s role does not include making an assessment of the pupil’s special educational needs.</p>	<p>p. 67; paragraph/item: 251; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to SEN experts on their conduct during an independent review</p> <p>The SEN expert’s role is analogous to an expert witness, providing impartial specialist advice to the panel on how SEN might be relevant to the permanent exclusion. The SEN expert should base their advice on the evidence provided to the panel. The SEN expert’s role does not include making an assessment of the pupil’s special educational needs.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to SEN experts on their conduct during an independent review
594	Minor wording/reference change	<p>p. 64; paragraph/item: 233; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to SEN experts on their conduct during an independent review</p> <p>The focus of the SEN expert’s advice should be on whether the school’s policies which relate to SEN, or the application of these policies in relation to the permanently excluded pupil, were lawful, reasonable, and procedurally fair (in line with the guidance to panels in paragraph 227). If the SEN expert believes that this was not the case, they</p>	<p>pp. 67-68; paragraph/item: 252; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to SEN experts on their conduct during an independent review</p> <p>The focus of the SEN expert’s advice should be on whether the school’s policies which relate to SEN, or the application of these policies in relation to the permanently excluded pupil, were lawful, reasonable, and procedurally fair (in line with the guidance to panels in paragraph 246). If the SEN expert believes that this was not the case, they</p>	Removed/replaced: 233.; 227). / Added/replaced: 252.; 246).	Guidance to SEN experts on their conduct during an independent review

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		should, where possible, advise the panel on the possible contribution that this could have made to the circumstances of the pupil's permanent exclusion.	should, where possible, advise the panel on the possible contribution that this could have made to the circumstances of the pupil's permanent exclusion.		
595	Renumbering/reference/formatting	<p>p. 64; paragraph/item: 234; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to SEN experts on their conduct during an independent review</p> <p>Where the school does not recognise a pupil as having SEN, the SEN expert should advise the panel on whether they believe the school acted in a legal, reasonable, and procedurally fair way with respect to the identification of any SEN that the pupil may potentially have, and any contribution that this could have made to the circumstances of the pupil's permanent exclusion.</p>	<p>p. 68; paragraph/item: 253; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to SEN experts on their conduct during an independent review</p> <p>Where the school does not recognise a pupil as having SEN, the SEN expert should advise the panel on whether they believe the school acted in a legal, reasonable, and procedurally fair way with respect to the identification of any SEN that the pupil may potentially have, and any contribution that this could have made to the circumstances of the pupil's permanent exclusion.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to SEN experts on their conduct during an independent review
596	Renumbering/reference/formatting	<p>p. 64; paragraph/item: 235; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to SEN experts on their conduct during an independent review</p> <p>The SEN expert should not criticise a school's policies or actions simply because they believe a different</p>	<p>p. 68; paragraph/item: 254; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to SEN experts on their conduct during an independent review</p> <p>The SEN expert should not criticise a school's policies or actions simply because they believe a different</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to SEN experts on their conduct during an independent review

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		approach should have been followed or because another school might have taken a different approach.	approach should have been followed or because another school might have taken a different approach.		
597	Renumbering/reference/formatting	<p>p. 64; paragraph/item: 236; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to social workers on their attendance at an independent review</p> <p>The focus of the social worker’s advice should be on whether the pupil’s welfare, safeguarding needs and risks were considered in the lead up to the permanent exclusion. If the social worker believes that this was not the case, they should, where possible, advise the panel on the contribution that the pupil’s needs could have made to the circumstances of the pupil’s permanent exclusion.</p>	<p>p. 68; paragraph/item: 255; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to social workers on their attendance at an independent review</p> <p>The focus of the social worker’s advice should be on whether the pupil’s welfare, safeguarding needs and risks were considered in the lead up to the permanent exclusion. If the social worker believes that this was not the case, they should, where possible, advise the panel on the contribution that the pupil’s needs could have made to the circumstances of the pupil’s permanent exclusion.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to social workers on their attendance at an independent review
598	Renumbering/reference/formatting	<p>p. 64; paragraph/item: 237; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to VSHs on their attendance at an independent review</p> <p>The focus of the VSH role for any LAC should be on helping the panel consider whether the child’s background and educational needs were considered by the headteacher in the lead up to the</p>	<p>p. 68; paragraph/item: 256; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to VSHs on their attendance at an independent review</p> <p>The focus of the VSH role for any LAC should be on helping the panel consider whether the child’s background and educational needs were considered by the headteacher in the lead up to the</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to VSHs on their attendance at an independent review

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>permanent exclusion, including whether any additional support to the pupil could be provided to improve their behaviour and avoid exclusion where possible. If the VSH believes that this was not the case, they should, where possible, advise the panel on the contribution that the pupil's needs could have made to the circumstances of the pupil's permanent exclusion.</p>	<p>permanent exclusion, including whether any additional support to the pupil could be provided to improve their behaviour and avoid exclusion where possible. If the VSH believes that this was not the case, they should, where possible, advise the panel on the contribution that the pupil's needs could have made to the circumstances of the pupil's permanent exclusion.</p>		
599	Renumbering/reference/formatting	<p>p. 65; paragraph/item: 238; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to the clerk and local authority or academy trust on the record of the proceedings of a review panel</p> <p>The clerk to a review panel should ensure that minutes of the proceedings are taken, including details of the attendance, the voting, and the decision.</p>	<p>p. 68; paragraph/item: 257; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to the clerk and local authority or academy trust on the record of the proceedings of a review panel</p> <p>The clerk to a review panel should ensure that minutes of the proceedings are taken, including details of the attendance, the voting, and the decision.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the clerk and local authority or academy trust on the record of the proceedings of a review panel
600	Renumbering/reference/formatting	<p>p. 65; paragraph/item: 239; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to the clerk and local authority or academy trust on the record of the proceedings of a review panel</p> <p>The minutes are not public documents but should be retained by the local</p>	<p>pp. 68-69; paragraph/item: 258; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to the clerk and local authority or academy trust on the record of the proceedings of a review panel</p> <p>The minutes are not public documents but should be retained by the local</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the clerk and local authority or academy trust on the record of the proceedings of a review panel

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		authority/academy trust for a period of at least five years, as they may need to be seen by a court or (in the case of maintained school) by the Local Government and Social Care Ombudsman.	authority/academy trust for a period of at least five years, as they may need to be seen by a court or (in the case of maintained school) by the Local Government and Social Care Ombudsman.		
601	Renumbering/reference/formatting	<p>p. 65; paragraph/item: 240; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to the clerk and local authority or academy trust on the record of the proceedings of a review panel</p> <p>The local authority/academy trust should be aware of its duties under the Freedom of Information Act 2000, the Data Protection Act 2018, and the General Data Protection Regulation (EU) 2016/679 as it forms part of UK law (the UK GDPR) when retaining information.</p>	<p>p. 69; paragraph/item: 259; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to the clerk and local authority or academy trust on the record of the proceedings of a review panel</p> <p>The local authority/academy trust should be aware of its duties under the Freedom of Information Act 2000, the Data Protection Act 2018, and the General Data Protection Regulation (EU) 2016/679 as it forms part of UK law (the UK GDPR) when retaining information.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the clerk and local authority or academy trust on the record of the proceedings of a review panel
602	Renumbering/reference/formatting	<p>p. 65; paragraph/item: 241; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to the IRP and clerk on notifying parties of the outcome of the review</p> <p>If the panel upholds the governing board's decision not to reinstate, the clerk should immediately report this to</p>	<p>p. 69; paragraph/item: 260; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to the IRP and clerk on notifying parties of the outcome of the review</p> <p>If the panel upholds the governing board's decision not to reinstate, the clerk should immediately report this to</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the IRP and clerk on notifying parties of the outcome of the review

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		the local authority (who should inform, where a pupil has one, the social worker and VSH), and notify the parents ⁹² and the governing board. If the pupil lives outside the local authority area in which the school is located, the clerk should make sure that the ‘home authority’ is also informed in writing of the outcome of the review without delay. This includes any situation where parents withdraw or abandon their application for a review.	the local authority (who should inform, where a pupil has one, the social worker and VSH), and notify the parents ⁹⁴ and the governing board. If the pupil lives outside the local authority area in which the school is located, the clerk should make sure that the ‘home authority’ is also informed in writing of the outcome of the review without delay. This includes any situation where parents withdraw or abandon their application for a review.		
603	Renumbering/reference/formatting	<p>p. 65; paragraph/item: fn 92; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to the IRP and clerk on notifying parties of the outcome of the review</p> <p>Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.</p>	<p>p. 69; paragraph/item: fn 94; section: Part ten: The roles of IRP members, the clerk, the SEN expert, the social worker, and the VSH in the conduct of an independent review; sub-section: Guidance to the IRP and clerk on notifying parties of the outcome of the review</p> <p>Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the IRP and clerk on notifying parties of the outcome of the review

Part eleven: Requests for remote access meetings for governing board meetings or IRPs

19 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
604	Minor wording/reference change	<p>p. 66; paragraph/item: N/A; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs</p> <p>Parents (if the pupil is under 18) or excluded pupils (if they are aged 18 years or older) can request a meeting to be held via the use of remote access⁹³ but this should not be a default option. Governing boards or arranging authorities must hold the meeting via the use of remote access, if the request has been made correctly as set out in the headteacher's written notification (described in paragraph 64) or the governing board's written notification to the parents ⁹⁴ that they can request an IRP (described in paragraph 132). Holding meetings via remote access must only be done if governing boards or arranging authorities are satisfied⁹⁵ that the meeting is capable of being held fairly and transparently (described in paragraphs 249 and 250).</p>	<p>p. 70; paragraph/item: N/A; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs</p> <p>Parents (if the pupil is under 18) or excluded pupils (if they are aged 18 years or older) can request a meeting to be held via the use of remote access⁹⁵ but this should not be a default option. Governing boards or arranging authorities must hold the meeting via the use of remote access, if the request has been made correctly as set out in the headteacher's written notification (described in paragraph 83) or the governing board's written notification to the parents 96 that they can request an IRP (described in paragraph 151). Holding meetings via remote access must only be done if governing boards or arranging authorities are satisfied⁹⁷ that the meeting is capable of being held fairly and transparently (described in paragraphs 269 and 270).</p>	<p>Removed/replaced: access⁹³; 64); 94; 132).; satisfied⁹⁵; 249; 250). / Added/replaced: access⁹⁵; 83); 96; 151).; satisfied⁹⁷; 269; 270).</p>	
605	Minor wording/reference change	<p>p. 66; paragraph/item: 242; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties</p> <p>If a governing board meets to consider and decide on reinstatement of a</p>	<p>p. 70; paragraph/item: 261; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties</p> <p>If a governing board meets to consider and decide on reinstatement of a</p>	<p>Removed/replaced: 242.; 97. / Added/replaced: 261.; 116.</p>	Remote access meeting duties

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		suspended or permanently excluded pupil via the use of remote access, this must happen within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher. Further information can be found in paragraph 97.	suspended or permanently excluded pupil via the use of remote access, this must happen within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher. Further information can be found in paragraph 116.		
606	Renumbering/ reference/ for matting	p. 66; paragraph/item: 243; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties If an IRP meeting is to be held face to face or via the use of remote access, the local authority/academy trust must take reasonable steps to identify a date for the review that all parties, and any SEN expert appointed to give advice, are able to attend or join. The review must begin within 15 school days of the day on which the parent's application for a review was made (panels have the power to adjourn a hearing if required).	p. 70; paragraph/item: 262; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties If an IRP meeting is to be held face to face or via the use of remote access, the local authority/academy trust must take reasonable steps to identify a date for the review that all parties, and any SEN expert appointed to give advice, are able to attend or join. The review must begin within 15 school days of the day on which the parent's application for a review was made (panels have the power to adjourn a hearing if required).	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Remote access meeting duties
607	Renumbering/ reference/ for matting	p. 66; paragraph/item: 244; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties Where a parent does not request a remote meeting or does not state a wish either way, governing boards and arranging authorities must hold the meeting in person ⁹⁶ (information can be found in part seven, nine and eleven of	p. 70; paragraph/item: 263; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties Where a parent does not request a remote meeting or does not state a wish either way, governing boards and arranging authorities must hold the meeting in person ⁹⁸ (information can be found in part seven, nine and eleven of	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Remote access meeting duties

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		this guidance) unless it is not reasonably practicable to do so in person for a reason related to extraordinary events or unforeseen circumstances such as an unforeseen school closure due to floods, fire or outbreak of infectious illness/disease.	this guidance) unless it is not reasonably practicable to do so in person for a reason related to extraordinary events or unforeseen circumstances such as an unforeseen school closure due to floods, fire or outbreak of infectious illness/disease.		
608	Renumbering/reference/for matting	p. 66; paragraph/item: 245; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties If there are technological or internet network issues, during a meeting held via the use of remote access which compromises the ability for participants to be seen or heard or prevents the meeting from being held fairly and transparently and it is not reasonably	p. 70; paragraph/item: 264; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties If there are technological or internet network issues, during a meeting held via the use of remote access which compromises the ability for participants to be seen or heard or prevents the meeting from being held fairly and transparently and it is not reasonably	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Remote access meeting duties
609	Renumbering/reference/for matting	p. 66; paragraph/item: fn 93; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties The term remote access meeting within this guidance refers to a meeting arranged by the governing board or arranging authority that is carried out via electronic means such as a live video link.	p. 70; paragraph/item: fn 95; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties The term remote access meeting within this guidance refers to a meeting arranged by the governing board or arranging authority that is carried out via electronic means such as a live video link.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Remote access meeting duties
610	Renumbering/reference/for matting	p. 66; paragraph/item: fn 94; section: Part eleven: Requests for remote access meetings for governing board	p. 70; paragraph/item: fn 96; section: Part eleven: Requests for remote access meetings for governing board	No substantive wording change identified after normalising	Remote access

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		meetings or IRPs; sub-section: Remote access meeting duties Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	meetings or IRPs; sub-section: Remote access meeting duties Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.	paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	meeting duties
611	Renumbering/reference/formatting	p. 66; paragraph/item: fn 95; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties 'Participants' means those intending to take part in the meeting.	p. 70; paragraph/item: fn 97; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties 'Participants' means those intending to take part in the meeting.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Remote access meeting duties
612	Minor wording/reference change	p. 66; paragraph/item: fn 96; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties Except for Social Workers and VSHs being allowed to join remotely, as mentioned in paragraph 246 if the conditions are met.	p. 70; paragraph/item: fn 98; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties Except for Social Workers and VSHs being allowed to join remotely, as mentioned in paragraph 266 if the conditions are met.	Removed/replaced: 96; 246 / Added/replaced: 98; 266	Remote access meeting duties
613	Added	No equivalent text in the August 2024 version	p. 71; paragraph/item: 265; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties Where a governing board or an arranging authority has safeguarding concerns in agreeing to a parent's request for a remote meeting as a result of any risk assessment they have undertaken, they can, in such	Text added in the new version.	Remote access meeting duties

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
			<p>circumstances, refuse to hold a meeting through the use of remote access if, as a result of the safeguarding concern, a remote meeting will not fully enable the participants to take part or cannot be held fairly and transparently. The meeting should be held face to face instead. In taking such a decision, the governing board or an arranging authority needs to ensure that the conditions as described in paragraphs 273 are always met.</p>		
614	Minor wording/reference change	<p>p. 67; paragraph/item: 246; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties Social workers and VSHs must be allowed to join a meeting via the use of remote access, regardless of the format chosen, as long as the governing board (for a governing board meeting) or arranging authority (for an IRP) are satisfied that they will be able to participate effectively, they can hear and be heard (and see and be seen if participating by video) throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent. Further information can be found in paragraphs 249 and 250.</p>	<p>p. 71; paragraph/item: 266; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties Social workers and VSHs must be allowed to join a meeting via the use of remote access, regardless of the format chosen, as long as the governing board (for a governing board meeting) or arranging authority (for an IRP) are satisfied that they will be able to participate effectively, they can hear and be heard (and see and be seen if participating by video) throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent. Further information can be found in paragraphs 269 and 270.</p>	<p>Removed/replaced: 246.; 249; 250. / Added/replaced: 266.; 269; 270.</p>	Remote access meeting duties
615	Renumbering/reference/formatting	<p>p. 67; paragraph/item: 247; section: Part eleven: Requests for remote access meetings for governing board</p>	<p>p. 71; paragraph/item: 267; section: Part eleven: Requests for remote access meetings for governing board</p>	No substantive wording change identified after normalising	Remote access

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		meetings or IRPs; sub-section: Remote access meeting duties Governing boards, arranging authorities and panel members must:	meetings or IRPs; sub-section: Remote access meeting duties Governing boards, arranging authorities and panel members must:	paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	meeting duties
616	Minor wording/reference change	p. 67; paragraph/item: Bullet ; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties enable access to support which the parent is entitled to, including the presence of a friend.	p. 71; paragraph/item: Bullet ; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties enable access to support which the parent is entitled to, including the presence of a friend	Removed/replaced: friend. / Added/replaced: friend	Remote access meeting duties
617	Renumbering/reference/formatting	p. 67; paragraph/item: 248 ; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties Governing boards, arranging authorities and panel members should ensure the following conditions are met for a meeting via remote access:	p. 71; paragraph/item: 268 ; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Remote access meeting duties Governing boards, arranging authorities and panel members should ensure the following conditions are met for a meeting via remote access:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Remote access meeting duties
618	Renumbering/reference/formatting	p. 67; paragraph/item: 249 ; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Fairness and transparency during a meeting held via the use of remote access The governing board or arranging authority must assess whether a meeting can be held fairly and transparently via remote access with	pp. 71-72; paragraph/item: 269 ; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Fairness and transparency during a meeting held via the use of remote access The governing board or arranging authority must assess whether a meeting can be held fairly and transparently via remote access with	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Fairness and transparency during a meeting held via the use of remote access

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		reference to the facts of each case. Further information on key principles to consider when conducting and running meetings via the use of remote access can be found in Annex A of the guidance.	reference to the facts of each case. Further information on key principles to consider when conducting and running meetings via the use of remote access can be found in Annex A of the guidance.		
619	Renumbering/reference/formatting	p. 67; paragraph/item: 250; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Fairness and transparency during a meeting held via the use of remote access If a governing board or arranging authority is not satisfied that a meeting can be held fairly and transparently via remote access, they should consult with the parent to discuss how a face to face meeting can be arranged that will be convenient for them.	p. 72; paragraph/item: 270; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Fairness and transparency during a meeting held via the use of remote access If a governing board or arranging authority is not satisfied that a meeting can be held fairly and transparently via remote access, they should consult with the parent to discuss how a face to face meeting can be arranged that will be convenient for them.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Fairness and transparency during a meeting held via the use of remote access
620	Renumbering/reference/formatting	p. 68; paragraph/item: 251; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Guidance for Social Workers and VSHs Should Social Workers or VSHs be joining a meeting that, as a whole, is taking place in person, they must be allowed to join via the use of remote access should they wish to do so.	p. 72; paragraph/item: 271; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Guidance for Social Workers and VSHs Should Social Workers or VSHs be joining a meeting that, as a whole, is taking place in person, they must be allowed to join via the use of remote access should they wish to do so.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for Social Workers and VSHs

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
621	Renumbering/reference/for matting	<p>p. 68; paragraph/item: 252; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Use of remote access during an extraordinary event or unforeseen circumstance</p> <p>If there is a reason related to extraordinary events or unforeseen circumstances, such as an outbreak of infectious illness/disease, which means that it is not reasonably practicable for a governing board meeting or IRP to be held in person; then this meeting may be held using remote access even if the parent has not asked for the meeting to be remote.</p>	<p>p. 72; paragraph/item: 272; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Use of remote access during an extraordinary event or unforeseen circumstance</p> <p>If there is a reason related to extraordinary events or unforeseen circumstances, such as an outbreak of infectious illness/disease, which means that it is not reasonably practicable for a governing board meeting or IRP to be held in person; then this meeting may be held using remote access even if the parent has not asked for the meeting to be remote.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Use of remote access during an extraordinary event or unforeseen circumstance
622	Renumbering/reference/for matting	<p>p. 68; paragraph/item: 253; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Use of remote access during an extraordinary event or unforeseen circumstance</p> <p>The meeting may be held via the use of remote access, provided the governing board or arranging authority are satisfied that all participants will be able to fully make representations and carry out their functions, each participant has access to the electronic means to allow them to hear and be heard and (where using a live video link) see and be seen, throughout the meeting; and the</p>	<p>p. 72; paragraph/item: 273; section: Part eleven: Requests for remote access meetings for governing board meetings or IRPs; sub-section: Use of remote access during an extraordinary event or unforeseen circumstance</p> <p>The meeting may be held via the use of remote access, provided the governing board or arranging authority are satisfied that all participants will be able to fully make representations and carry out their functions, each participant has access to the electronic means to allow them to hear and be heard and (where using a live video link) see and be seen, throughout the meeting; and the</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Use of remote access during an extraordinary event or unforeseen circumstance

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		meeting is capable of being held fairly and transparently.	meeting is capable of being held fairly and transparently.		

Part twelve: The governing board’s duty to reconsider reinstatement following a review

16 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
623	Minor wording/reference change	p. 69; paragraph/item: Heading; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review Guidance on the governing board’s duty to reconsider reinstatement following a review ⁹⁷	p. 73; paragraph/item: Heading; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review Guidance on the governing board’s duty to reconsider reinstatement following a review ⁹⁹	Removed/replaced: review ⁹⁷ / Added/replaced: review ⁹⁹	Guidance on the governing board’s duty to reconsider reinstatement following a review
624	Renumbering/reference/formatting	p. 69; paragraph/item: 254; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review Where the panel directs or recommends that the governing board reconsider whether a pupil should be reinstated, the governing board must reconvene to do so within ten school days of being given notice of the panel’s decision. Notice is deemed to have been given on the day of delivery if it is delivered directly or on the second working day after posting if it is sent by first class mail.	p. 73; paragraph/item: 274; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review Where the panel directs or recommends that the governing board reconsider whether a pupil should be reinstated, the governing board must reconvene to do so within ten school days of being given notice of the panel’s decision. Notice is deemed to have been given on the day of delivery if it is delivered directly or on the second working day after posting if it is sent by first class mail.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the governing board’s duty to reconsider reinstatement following a review
625	Renumbering/reference/formatting	p. 69; paragraph/item: 255; section: Part twelve: The governing board’s duty to reconsider reinstatement	p. 73; paragraph/item: 275; section: Part twelve: The governing board’s duty to reconsider reinstatement	No substantive wording change identified after normalising	Guidance on the governing

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>It is important that the governing board conscientiously reconsiders whether the pupil should be reinstated, whether the panel has directed or merely recommended it to do so. Whilst the governing board may still reach the same conclusion as it first did, it may face challenge in the courts if it refuses to reinstate the pupil, without strong justification.</p>	<p>following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>It is important that the governing board conscientiously reconsiders whether the pupil should be reinstated, whether the panel has directed or merely recommended it to do so. Whilst the governing board may still reach the same conclusion as it first did, it may face challenge in the courts if it refuses to reinstate the pupil, without strong justification.</p>	<p>paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>board’s duty to reconsider reinstatement following a review</p>
626	Renumbering/reference/formatting	<p>p. 69; paragraph/item: 256; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>Following a direction to reconsider, unless within ten school days of receiving notice of the panel’s decision the governing board decides to reinstate the pupil, an adjustment will be made to the school’s budget in the sum of £4,000 if the panel has ordered this. In the case of an academy, the school will be required to make an equivalent payment directly to the local authority in whose area the school is located. This payment will be in addition to any funding that</p>	<p>p. 73; paragraph/item: 276; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>Following a direction to reconsider, unless within ten school days of receiving notice of the panel’s decision the governing board decides to reinstate the pupil, an adjustment will be made to the school’s budget in the sum of £4,000 if the panel has ordered this. In the case of an academy, the school will be required to make an equivalent payment directly to the local authority in whose area the school is located. This payment will be in addition to any funding that</p>	<p>No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.</p>	<p>Guidance on the governing board’s duty to reconsider reinstatement following a review</p>

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		would normally follow a permanently excluded pupil.	would normally follow a permanently excluded pupil.		
627	Renumbering/reference/formatting	<p>p. 69; paragraph/item: 257; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>If the governing board offers to reinstate the pupil within the specified timescale but this is declined by the parents, no budget adjustment or payment can be made. The governing board must comply with any direction of the panel to place a note on the pupil’s educational record.</p>	<p>p. 73; paragraph/item: 277; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>If the governing board offers to reinstate the pupil within the specified timescale but this is declined by the parents, no budget adjustment or payment can be made. The governing board must comply with any direction of the panel to place a note on the pupil’s educational record.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the governing board’s duty to reconsider reinstatement following a review
628	Renumbering/reference/formatting	<p>p. 69; paragraph/item: 258; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>The clerk must also note, where a pupil is reinstated following a direction or recommendation to reconsider, or would have been reinstated if it had been practical to do so, the permanent exclusion does not count towards the rule that an admission authority may refuse to admit a child who has been permanently excluded twice; nor, in the case of a community or voluntary</p>	<p>p. 73; paragraph/item: 278; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>The clerk must also note, where a pupil is reinstated following a direction or recommendation to reconsider, or would have been reinstated if it had been practical to do so, the permanent exclusion does not count towards the rule that an admission authority may refuse to admit a child who has been permanently excluded twice; nor, in the case of a community or voluntary</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the governing board’s duty to reconsider reinstatement following a review

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		controlled school, does it count for the purposes of the rule that the governing board may appeal against the decision of the local authority as the admission authority to admit the child.	controlled school, does it count for the purposes of the rule that the governing board may appeal against the decision of the local authority as the admission authority to admit the child.		
629	Minor wording/reference change	p. 69; paragraph/item: fn 97; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review Paragraphs 258 to 263 gives guidance about section 51A Education Act 2002.	p. 73; paragraph/item: fn 99; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review Paragraphs 278 to 283 gives guidance about section 51A Education Act 2002.	Removed/replaced: 97; 258; 263 / Added/replaced: 99; 278; 283	Guidance on the governing board’s duty to reconsider reinstatement following a review
630	Renumbering/reference/formatting	p. 70; paragraph/item: 259; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review In the case of either a recommended or directed reconsideration, the governing board must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay:	p. 74; paragraph/item: 279; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review In the case of either a recommended or directed reconsideration, the governing board must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay:	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the governing board’s duty to reconsider reinstatement following a review
631	Minor wording/reference change	p. 70; paragraph/item: Bullet; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement	p. 74; paragraph/item: Bullet; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement	Removed/replaced: over; / Added/replaced: over	Guidance on the governing board’s duty to reconsider reinstatement

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		following a review the parent or a pupil if they are 18 years or over;	following a review the parent or a pupil if they are 18 years or over		t following a review
632	Minor wording/reference change	p. 70; paragraph/item: Bullet; section: Part twelve: The governing board's duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board's duty to reconsider reinstatement following a review the headteacher;	p. 74; paragraph/item: Bullet; section: Part twelve: The governing board's duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board's duty to reconsider reinstatement following a review the headteacher	Removed/replaced: headteacher; / Added/replaced: headteacher	Guidance on the governing board's duty to reconsider reinstatement following a review
633	Minor wording/reference change	p. 70; paragraph/item: Bullet; section: Part twelve: The governing board's duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board's duty to reconsider reinstatement following a review the local authority; and, where relevant, the 'home authority'.	p. 74; paragraph/item: Bullet; section: Part twelve: The governing board's duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board's duty to reconsider reinstatement following a review the local authority; and, where relevant, the 'home authority'	Removed/replaced: authority'. / Added/replaced: authority'	Guidance on the governing board's duty to reconsider reinstatement following a review
634	Renumbering/reference/formatting	p. 70; paragraph/item: 260; section: Part twelve: The governing board's duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board's duty to reconsider reinstatement following a review The reconsideration provides an opportunity for the governing board to look afresh at the question of reinstating the pupil, in light of the findings of the IRP. There is no requirement to seek further representations from other	p. 74; paragraph/item: 280; section: Part twelve: The governing board's duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board's duty to reconsider reinstatement following a review The reconsideration provides an opportunity for the governing board to look afresh at the question of reinstating the pupil, in light of the findings of the IRP. There is no requirement to seek further representations from other	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the governing board's duty to reconsider reinstatement following a review

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		parties or to invite them to the reconsideration meeting. The governing board is not prevented from taking into account other matters that it considers relevant. It should take care to ensure that any additional information does not make the decision unlawful. This could be the case, for example, where new evidence is presented, or information is considered that is irrelevant to the decision at hand.	parties or to invite them to the reconsideration meeting. The governing board is not prevented from taking into account other matters that it considers relevant. It should take care to ensure that any additional information does not make the decision unlawful. This could be the case, for example, where new evidence is presented, or information is considered that is irrelevant to the decision at hand.		
635	Renumbering/reference/formatting	<p>p. 70; paragraph/item: 261; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>The governing board should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by the governing board. These minutes should be made available to all parties on request.</p>	<p>p. 74; paragraph/item: 281; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>The governing board should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by the governing board. These minutes should be made available to all parties on request.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the governing board’s duty to reconsider reinstatement following a review
636	Renumbering/reference/formatting	<p>p. 70; paragraph/item: 262; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>The governing board should ask any parties in attendance to withdraw before making a decision. Where present, a</p>	<p>p. 74; paragraph/item: 282; section: Part twelve: The governing board’s duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board’s duty to reconsider reinstatement following a review</p> <p>The governing board should ask any parties in attendance to withdraw before making a decision. Where present, a</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the governing board’s duty to reconsider reinstatement following a review

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		clerk may stay to help the governing board by reference to their notes of the meeting and with the wording of the decision letter.	clerk may stay to help the governing board by reference to their notes of the meeting and with the wording of the decision letter.		
637	Renumbering/reference/formatting	<p>p. 70; paragraph/item: 263; section: Part twelve: The governing board's duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board's duty to reconsider reinstatement following a review</p> <p>The governing board should note the outcome of its consideration on the pupil's educational record, and copies of relevant papers should be kept with the educational record.</p>	<p>p. 74; paragraph/item: 283; section: Part twelve: The governing board's duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board's duty to reconsider reinstatement following a review</p> <p>The governing board should note the outcome of its consideration on the pupil's educational record, and copies of relevant papers should be kept with the educational record.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the governing board's duty to reconsider reinstatement following a review
638	Renumbering/reference/formatting	<p>p. 70; paragraph/item: 264; section: Part twelve: The governing board's duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board's duty to reconsider reinstatement following a review</p> <p>The governing board should base its reconsideration on the presumption that a pupil will return to the school if reinstated, regardless of any stated intentions by the parents or pupil. Any decision of a governing board to offer reinstatement which is subsequently turned down by the parents should be recorded on the pupil's educational record. The governing board's decision should demonstrate how they have</p>	<p>p. 74; paragraph/item: 284; section: Part twelve: The governing board's duty to reconsider reinstatement following a review; sub-section: Guidance on the governing board's duty to reconsider reinstatement following a review</p> <p>The governing board should base its reconsideration on the presumption that a pupil will return to the school if reinstated, regardless of any stated intentions by the parents or pupil. Any decision of a governing board to offer reinstatement which is subsequently turned down by the parents should be recorded on the pupil's educational record. The governing board's decision should demonstrate how they have</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance on the governing board's duty to reconsider reinstatement following a review

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		addressed the concerns raised by the IRP.	addressed the concerns raised by the IRP.		

Part thirteen: The local authority's role in overseeing the financial readjustment or payment

11 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
639	Minor wording/reference change	p. 71; paragraph/item: Heading; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment Part thirteen: The local authority's role in overseeing the financial readjustment or payment98	p. 75; paragraph/item: Heading; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment Part thirteen: The local authority's role in overseeing the financial readjustment or payment100	Removed/replaced: payment98 / Added/replaced: payment100	
640	Minor wording/reference change	p. 71; paragraph/item: 265; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion The local authority cannot require a maintained school or academy to make any additional payments following a permanent exclusion, other than the budget share deductions set out in regulations, or the payments which an academy has to make under its funding agreement.99	p. 75; paragraph/item: 285; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion The local authority cannot require a maintained school or academy to make any additional payments following a permanent exclusion, other than the budget share deductions set out in regulations, or the payments which an academy has to make under its funding agreement.101	Removed/replaced: 265.; agreement.99 / Added/replaced: 285.; agreement.101	Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion
641	Renumbering/reference/formatting	p. 71; paragraph/item: 266; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion	p. 75; paragraph/item: 286; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority on overseeing the transfer of funding following a

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		The local authority will be responsible for adjusting the budget share for maintained schools and PRUs with delegated budgets if a pupil is permanently excluded, so funding follows the pupil. The process and requirements are set out in the School and Early Years Finance (England) Regulations100, issued on an annual basis.	The local authority will be responsible for adjusting the budget share for maintained schools and PRUs with delegated budgets if a pupil is permanently excluded, so funding follows the pupil. The process and requirements are set out in the School and Early Years Finance (England) Regulations102, issued on an annual basis.		permanent exclusion
642	Renumbering/reference/for matting	p. 71; paragraph/item: 267; section: Part thirteen: The local authority’s role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion A local authority may ask an academy trust to enter into an arrangement for the transfer of funding for a pupil who has been permanently excluded, on the same basis as if the academy were a maintained school. The academy trust may be obliged under its funding agreement to comply with such a request.	p. 75; paragraph/item: 287; section: Part thirteen: The local authority’s role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion A local authority may ask an academy trust to enter into an arrangement for the transfer of funding for a pupil who has been permanently excluded, on the same basis as if the academy were a maintained school. The academy trust may be obliged under its funding agreement to comply with such a request.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion
643	Renumbering/reference/for matting	p. 71; paragraph/item: 268; section: Part thirteen: The local authority’s role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent	p. 75; paragraph/item: 288; section: Part thirteen: The local authority’s role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace;	Guidance to the local authority on overseeing the transfer of funding following a

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>exclusion If a review panel has ordered a financial adjustment, the local authority will be responsible for reducing the budget share for the excluding school by a further £4,000. If the excluding school is an academy, the academy trust must pay £4,000 to the local authority.</p>	<p>exclusion If a review panel has ordered a financial adjustment, the local authority will be responsible for reducing the budget share for the excluding school by a further £4,000. If the excluding school is an academy, the academy trust must pay £4,000 to the local authority.</p>	numbering/reference formatting changed.	permanent exclusion
644	Renumbering/reference/formatting	<p>p. 71; paragraph/item: 269; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion If a review panel has made a financial adjustment order and the excluded pupil is given a place at another school, including a PRU, ('the admitting school'), the local authority may, if it chooses, pass any or all of the amount of the financial adjustment (i.e., up to £4,000) to the admitting school.</p>	<p>p. 75; paragraph/item: 289; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion If a review panel has made a financial adjustment order and the excluded pupil is given a place at another school, including a PRU, ('the admitting school'), the local authority may, if it chooses, pass any or all of the amount of the financial adjustment (i.e., up to £4,000) to the admitting school.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion
645	Minor wording/reference change	<p>p. 71; paragraph/item: fn 98; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion Paragraphs 2639 to 273 gives guidance about section 51A Education Act 2002.</p>	<p>p. 75; paragraph/item: fn 100; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion Paragraphs 285 to 291 gives guidance about section 51A Education Act 2002.</p>	Removed/replaced: 98; 2639; 273 / Added/replaced: 100; 285; 291	Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		The requirements for the transfer of funding following an exclusion from a maintained school or PRU are set out in the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999. Academy funding agreements may require an academy to enter into a similar agreement with the local authority.	The requirements for the transfer of funding following an exclusion from a maintained school or PRU are set out in the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999. Academy funding agreements may require an academy to enter into a similar agreement with the local authority.		
646	Renumbering/reference/formatting	p. 71; paragraph/item: fn 99; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion This does not include circumstances where a school has voluntarily entered into a separate legally binding agreement with the local authority.	p. 75; paragraph/item: fn 101; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion This does not include circumstances where a school has voluntarily entered into a separate legally binding agreement with the local authority.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion
647	Renumbering/reference/formatting	p. 71; paragraph/item: fn 100; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion The School and Early Years Finance (England) Regulations 2021.	p. 75; paragraph/item: fn 102; section: Part thirteen: The local authority's role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion The School and Early Years Finance (England) Regulations 2021.	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
648	Renumbering/reference/formatting	<p>p. 72; paragraph/item: 270; section: Part thirteen: The local authority’s role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion</p> <p>This financial readjustment should be made within 28 days of notification of a direction from the panel. The academy trust should be expected to make the payment to the local authority in which the academy is located within the same timescale.</p>	<p>p. 76; paragraph/item: 290; section: Part thirteen: The local authority’s role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion</p> <p>This financial readjustment should be made within 28 days of notification of a direction from the panel. The academy trust should be expected to make the payment to the local authority in which the academy is located within the same timescale.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion
649	Renumbering/reference/formatting	<p>p. 72; paragraph/item: 271; section: Part thirteen: The local authority’s role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion</p> <p>If an academy fails to comply with its legal requirement to pay following a direction from an IRP, then the local authority will be responsible for enforcing this requirement. The local authority should also inform the Education and Skills Funding Agency.</p>	<p>p. 76; paragraph/item: 291; section: Part thirteen: The local authority’s role in overseeing the financial readjustment or payment; sub-section: Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion</p> <p>If an academy fails to comply with its legal requirement to pay following a direction from an IRP, then the local authority will be responsible for enforcing this requirement. The local authority should also inform the Education and Skills Funding Agency.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance to the local authority on overseeing the transfer of funding following a permanent exclusion

Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings

8 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
650	Minor wording/reference change	<p>p. 73; paragraph/item: 272; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings</p> <p>The headteacher need not postpone taking a decision on a suspension and permanent exclusion solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the headteacher will need to take a decision on the evidence available to them at the time (please see paragraphs 23 and 26 in this guidance). In all cases, schools should follow general safeguarding principles as found in Keeping children safe in education.</p>	<p>p. 77; paragraph/item: 292; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings</p> <p>The headteacher need not postpone taking a decision on a suspension and permanent exclusion solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the headteacher will need to take a decision on the evidence available to them at the time (please see paragraphs 24 and 25 in this guidance). In all cases, schools should follow general safeguarding principles as found in Keeping children safe in education.</p>	Removed/replaced: 272.; 23; 26 / Added/replaced: 292.; 24; 25	Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings
651	Renumbering/reference/formatting	<p>p. 73; paragraph/item: 273; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and</p>	<p>p. 77; paragraph/item: 293; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for headteachers, governing boards and IRPs on police involvement and parallel

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>parallel criminal proceedings Where the evidence is limited by a police investigation or criminal proceedings, the headteacher should consider any additional steps they may need to take to ensure that the decision to suspend or permanently exclude is fair. The final decision on whether to suspend or permanently exclude is for the headteacher to make.</p>	<p>parallel criminal proceedings Where the evidence is limited by a police investigation or criminal proceedings, the headteacher should consider any additional steps they may need to take to ensure that the decision to suspend or permanently exclude is fair. The final decision on whether to suspend or permanently exclude is for the headteacher to make.</p>		criminal proceedings
652	Renumbering/reference/formatting	<p>p. 73; paragraph/item: 274; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings Where the governing board is required to consider a reinstatement in these circumstances, it cannot postpone its meeting and must decide whether or not to reinstate the pupil on the evidence available.</p>	<p>p. 77; paragraph/item: 294; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings Where the governing board is required to consider a reinstatement in these circumstances, it cannot postpone its meeting and must decide whether or not to reinstate the pupil on the evidence available.</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings
653	Renumbering/reference/formatting	<p>p. 73; paragraph/item: 275; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings</p>	<p>p. 77; paragraph/item: 295; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings</p>	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Guidance for headteachers, governing boards and IRPs on police involvement and parallel

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		The fact that parallel criminal proceedings are in progress should also not directly determine whether an IRP should be adjourned. Relevant factors for the panel to consider will include:	The fact that parallel criminal proceedings are in progress should also not directly determine whether an IRP should be adjourned. Relevant factors for the panel to consider will include:		criminal proceedings
654	Minor wording/reference change	p. 73; paragraph/item: Bullet; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings whether any charge has been brought against the pupil and, if so, what the charge is;	p. 77; paragraph/item: Bullet; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings whether any charge has been brought against the pupil and, if so, what the charge is	Removed/replaced: is; / Added/replaced: is	Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings
655	Minor wording/reference change	p. 73; paragraph/item: Bullet; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings whether relevant witnesses and documents are available;	p. 77; paragraph/item: Bullet; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings whether relevant witnesses and documents are available	Removed/replaced: available; / Added/replaced: available	Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings
656	Minor wording/reference change	p. 73; paragraph/item: Bullet; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal	p. 77; paragraph/item: Bullet; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal	Removed/replaced: injustice. / Added/replaced: injustice	Guidance for headteachers, governing boards and IRPs on

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings whether an adjournment or declining to adjourn might result in injustice.</p>	<p>proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings whether an adjournment or declining to adjourn might result in injustice</p>		<p>police involvement and parallel criminal proceedings</p>
657	Minor wording/reference change	<p>p. 74; paragraph/item: 276; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings Where a panel decides to adjourn, the clerk (or local authority/academy trust where a clerk is not appointed) should monitor the progress of any police investigation and/or criminal proceedings and reconvene the panel at the earliest opportunity. If necessary, the panel may adjourn more than once (in line with the requirements summarised in paragraph 215).</p>	<p>p. 78; paragraph/item: 296; section: Part fourteen: Statutory guidance to the headteacher, governing board and IRP members on police involvement and parallel criminal proceedings; sub-section: Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings Where a panel decides to adjourn, the clerk (or local authority/academy trust where a clerk is not appointed) should monitor the progress of any police investigation and/or criminal proceedings and reconvene the panel at the earliest opportunity. If necessary, the panel may adjourn more than once (in line with the requirements summarised in paragraph 234).</p>	<p>Removed/replaced: 276.; 215). / Added/replaced: 296.; 234).</p>	<p>Guidance for headteachers, governing boards and IRPs on police involvement and parallel criminal proceedings</p>

Annex A: Key principles when conducting meetings via the use of remote access

8 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
658	Added	No equivalent text in the August 2024 version	p. 79; paragraph/item: Heading; section: Annex A: Key principles when conducting meetings via the use of remote access; sub-section: Things to consider Things to consider	Text added in the new version.	Things to consider
659	Minor wording/reference change	p. 75; paragraph/item: N/A; section: Annex A: Key principles when conducting meetings via the use of remote access Things to consider Headteachers and governing boards may advise the parent or pupil (if they are over 18 years old), within their written notification, to consider the following, before requesting a remote access meeting:	p. 79; paragraph/item: N/A; section: Annex A: Key principles when conducting meetings via the use of remote access; sub-section: Things to consider Headteachers and governing boards may advise the parent or pupil (if they are over 18 years old), within their written notification, to consider the following, before requesting a remote access meeting:	Removed/replaced: Things to consider	Things to consider
660	Renumbering/reference/formatting	p. 75; paragraph/item: Bullet; section: Annex A: Key principles when conducting meetings via the use of remote access Do the parent or excluded pupil (if they are over 18 years old) have an appropriate space free from other distractions to enable them to participate fully with a remote access meeting?	p. 79; paragraph/item: Bullet; section: Annex A: Key principles when conducting meetings via the use of remote access; sub-section: Things to consider do the parent or excluded pupil (if they are over 18 years old) have an appropriate space free from other distractions to enable them to participate fully with a remote access meeting?	No substantive wording change identified after normalising paragraph/footnote numbering and whitespace; numbering/reference formatting changed.	Things to consider
661	Renumbering/reference/formatting	p. 75; paragraph/item: Bullet; section: Annex A: Key principles when conducting meetings via the use of remote access	p. 79; paragraph/item: Bullet; section: Annex A: Key principles when conducting meetings via the use of remote access; sub-section: Things	No substantive wording change identified after normalising paragraph/footnote	Things to consider

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		Where the parent or excluded pupil (if they are over 18 years old) have limited access to the Internet, intermittent service or slower speed internet, they should not request a remote meeting for a governing board or IRP	to consider where the parent or excluded pupil (if they are over 18 years old) have limited access to the Internet, intermittent service or slower speed internet, they should not request a remote meeting for a governing board or IRP	numbering and whitespace; numbering/reference formatting changed.	
662	Minor wording/reference change	p. 75; paragraph/item: Bullet; section: Annex A: Key principles when conducting meetings via the use of remote access Where the parent or excluded pupil (if they are over 18 years old) initially ask for a meeting to be held via the use of remote access then decide to withdraw the request, they should inform the governing board or arranging authority without delay. The governing board or arranging authority should without delay, arrange the meeting to be held face to face. It is important to note that headteachers and governing boards should not place undue pressure on the parent or excluded pupil (if they are over 18 years old) to request a meeting to be held via the use of remote access, even if doing so means that they will arrange a meeting any sooner.	p. 79; paragraph/item: Bullet; section: Annex A: Key principles when conducting meetings via the use of remote access; sub-section: Things to consider where the parent or excluded pupil (if they are over 18 years old) initially ask for a meeting to be held via the use of remote access then decide to withdraw the request, they should inform the governing board or arranging authority without delay. The governing board or arranging authority should without delay, arrange the meeting to be held face to face It is important to note that headteachers and governing boards should not place undue pressure on the parent or excluded pupil (if they are over 18 years old) to request a meeting to be held via the use of remote access, even if doing so means that they will arrange a meeting any sooner.	Removed/replaced: Where; face. / Added/replaced: where; face	Things to consider
663	Amended	p. 75; paragraph/item: N/A; section: Annex A: Key principles when conducting meetings via the use of remote access; sub-section: Running the meeting via the use of remote	p. 79; paragraph/item: N/A; section: Annex A: Key principles when conducting meetings via the use of remote access; sub-section: Running the meeting via the use of remote	Removed/replaced: Things to consider To help meetings run smoothly and ensure they are accessible to any	Running the meeting via the use of remote access

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>access To ensure the meeting is capable of being held fairly and transparently, the governing board or arranging authority for IRPs should make every effort to check all participants understand the proceedings and be made aware of how to raise any issues that may prevent their effective engagement. If these conditions are not met, the meeting should not be held via remote access and must be arranged face to face without delay. Things to consider To help meetings run smoothly and ensure they are accessible to any participants, governing boards and IRPs should:</p>	<p>access To ensure the meeting is capable of being held fairly and transparently, the governing board or arranging authority for IRPs should make every effort to check all participants understand the proceedings and be made aware of how to raise any issues that may prevent their effective engagement. If these conditions are not met, the meeting should not be held via remote access and must be arranged face to face without delay.</p>	participants, governing boards...	
664	Added	No equivalent text in the August 2024 version	<p>p. 79; paragraph/item: Heading; section: Annex A: Key principles when conducting meetings via the use of remote access; sub-section: Things to consider Things to consider</p>	Text added in the new version.	Things to consider
665	Added	No equivalent text in the August 2024 version	<p>p. 79; paragraph/item: N/A; section: Annex A: Key principles when conducting meetings via the use of remote access; sub-section: Things to consider To help meetings run smoothly and ensure they are accessible to any participants, governing boards and IRPs should:</p>	Text added in the new version.	Things to consider

Annex B: Further information

1 change row(s) in this section. Contents page changes are not included.

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
666	Amended	<p>pp. 77-78; paragraph/item: N/A; section: Annex B: Further information</p> <p>Guidance Link Behaviour in Schools Behaviour in Schools Guidance for parents and carers on behaviour, suspension and permanent exclusion A guide for parents on school behaviour and exclusion Mobile Phones in Schools Mobile phones in schools - GOV.UK (www.gov.uk) Governance handbook and competency framework Maintained schools governance guide Academy Trust governance guide Alternative Provision Alternative Provision: Statutory guidance for local authorities, as well as headteachers and governing bodies of settings providing alternative provision Education for children with health needs who cannot attend school Mental health in schools Mental health and behaviour in schools Children with Special Educational Needs and Disabilities SEND Code of Practice: 0 to 25 years Children with special educational needs and disabilities (SEND): Overview Departmental Advice on attendance Working together to improve school attendance Departmental Advice on safeguarding and child protection Keeping children safe in education Children Missing</p>	<p>pp. 81-82; paragraph/item: N/A; section: Annex B: Further information</p> <p>Guidance Link Behaviour in Schools Behaviour in Schools Guidance for parents and carers on behaviour, suspension and permanent exclusion A guide for parents on school behaviour and exclusion Mobile Phones in Schools Mobile phones in schools - GOV.UK (www.gov.uk) Governance handbook and competency framework Maintained schools governance guide Academy Trust governance guide Alternative Provision Arranging Alternative Provision - A Guide for Local Authorities and Schools Education for children with health needs who cannot attend school Mental health in schools Mental health and behaviour in schools Children with Special Educational Needs and Disabilities SEND Code of Practice: 0 to 25 years Children with special educational needs and disabilities (SEND) Departmental Advice on attendance Working together to improve school attendance Departmental Advice on safeguarding and child protection Keeping children safe in education Children Missing Education Working Together to Safeguard Children Departmental Advice on Promoting the</p>	<p>Removed/replaced: Provision: Statutory guidance; local authorities, as well as headteachers; governing bodies of settings providing alternative provision; (SEND): Overview; Adverse Childhood Experiences training and resources (funded by the Home Office); academies, free schools; 2024; v3.0; nationalarchives.gov.uk/doc/open-government-licence/version/3.;</p> <p>Added/replaced: Arranging; Provision - A Guide; Local Authorities; Schools; (SEND); or should; academies; further education; must or; 2026; v3.0,; nationalarchives.gov.uk/doc/open-government-licence/version/3.;</p> <p>information,; www.gov.uk/contact-dfe; Follow us on X: @educationgovuk Connect with</p>	

No.	Change type	Old version/reference	New version/reference (additions highlighted)	What changed	Sub-section / heading
		<p>Education Working Together to Safeguard Children Departmental Advice on Promoting the education of looked-after and previously looked-after children Promoting the education of looked after and previously looked after children Adverse Childhood Experiences training and resources (funded by the Home Office) The designated teacher for looked-after and previously looked-after children Sharing and publishing information School to school service: how to transfer information What maintained schools must publish online What academies, free schools and colleges should publish online © Crown copyright 2024 This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3. Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned. About this publication: enquiries www.education.gov.uk/contactus download www.gov.uk/government/publications Like us on Facebook: facebook.com/educationgovuk Follow us on Twitter: @educationgovuk</p>	<p>education of looked-after and previously looked-after children Promoting the education of looked after and previously looked after children The designated teacher for looked-after and previously looked-after children Sharing and publishing information School to school service: how to transfer information What maintained schools must or should publish online What academies and further education colleges must or should publish online © Crown copyright 2026 This publication is licensed under the terms of the Open Government Licence v3.0, except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3. Where we have identified any third-party copyright information, you will need to obtain permission from the copyright holders concerned. About this publication: enquiries www.gov.uk/contact-dfe download www.gov.uk/government/publications Follow us on X: @educationgovuk Connect with us on Facebook: facebook.com/educationgovuk</p>		

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