



## EXCLUSION AND SUSPENSION POLICY 2025-2026

### Aims:

We are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment.

Our school aims to:

- Make sure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- Make sure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Make sure all suspensions and permanent exclusions are carried out lawfully

### Behaviour culture and guiding principles

This policy sits within the school's wider approach to behaviour, inclusion and safeguarding. We aim to maintain a calm, orderly and disruption-free learning environment for all pupils through predictable routines, consistent adult responses, and a graduated range of support and sanctions.

Suspension and permanent exclusion are serious sanctions and are used only when necessary, after the school has taken reasonable steps to secure improvement through earlier stages of the behaviour system, unless the seriousness of an incident makes earlier stages inappropriate.

We are committed to:

- Consistency and fairness: the behaviour system is applied predictably so that pupils understand expectations and consequences.
- Inclusion and support: behaviour is addressed through a balance of high expectations, reasonable adjustments (where appropriate), and planned support.
- Safeguarding and welfare: decisions take account of vulnerability, trauma, mental health needs and safeguarding risks.
- Victim-centred practice: where behaviour causes harm, we respond to the impact on those affected and ensure support and protection alongside accountability.
- Education first: wherever possible, pupils remain in education and learning continues, including through internal provision and reintegration planning.

### A note on off-rolling

'Off-rolling' occurs where a school decides, in the interests of the school and not the pupil, to:

- Remove a pupil from the school admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school, or
- Encourage a sixth-form student not to continue with their course.
- Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the school, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

### Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'

### Definitions

- **Suspension** – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- **Permanent exclusion** – when a pupil is removed from the school permanently and taken off the school admission register. This is sometimes referred to as an 'exclusion'.
- **Internal suspension (in-school suspension):** a time-limited, supervised removal from normal lessons on the school site with an expectation of continued learning. This is not a statutory suspension and must be recorded and communicated as an internal sanction, not as exclusion.
- **Internal provision / internal alternative provision (on-site):** the school's supervised on-site arrangements used to maintain safety, protect learning, and support reintegration (e.g., Reflection Room coordination, RESET/Maple-type spaces). These provisions are not used to unlawfully exclude a pupil from education and are managed through transparent processes and recorded pupil movement.
- **Reflection Room:** the school's coordination hub for behaviour-related pupil movement and reintegration planning (not a corrective space).

- **RESET / Maple:** supervised on-site spaces with defined purposes (e.g., reset, reflection, reintegration, safeguarding support). Use of these spaces is governed by this policy and the behaviour policy, and are distinct from statutory suspension.
- **Off-site direction** – when a school requires a pupil to attend another education setting temporarily, to support students with safeguarding or behaviour intervention. This would be for a 12 week period and then a permanent place would be offered by the school if the placement has been successful.
- **Parent/carer** – any person who has parental responsibility and any person who has care of the child.
- **Managed move** – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.
- **‘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 or the sixth school day (or earlier) after a permanent exclusion. 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 Pupil Referral Unit, alternative provision academies and free schools, and hospital schools, as well as a variety of independent, registered, unregistered and further education.

## Roles and responsibilities

### The Headteacher

#### Deciding whether to suspend or exclude

Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the school’s behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion
- Where suspensions have become a regular occurrence, the Headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school’s behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education, safety or welfare of others

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEND)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored:
  - For suspensions: detentions or other sanctions provided for in the behaviour policy
  - For exclusions: off-site direction or managed moves

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

The Headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

### **Graduated response and pre-exclusion checks**

The school operates a graduated response to behaviour which prioritises predictable routines and early intervention. Before deciding to suspend or permanently exclude (unless an incident is sufficiently serious to justify immediate action), the Headteacher will assure themselves that:

- Classroom and corridor routines have been applied consistently, including the school's disruption-free learning expectations and the removal process following warnings.
- The pupil has been given access to appropriate support and interventions proportionate to need and risk (including SEND reasonable adjustments where relevant).
- The use of internal sanctions and internal provision has been considered and used appropriately, with learning maintained wherever possible.
- The school has assessed risk to others and the integrity of learning, and has put in place interim measures to keep pupils safe.
- The decision is consistent with the behaviour policy thresholds and is necessary, proportionate and lawful.

### **Decision record and evidence requirements**

For every statutory suspension or permanent exclusion, the Headteacher will ensure a written decision record is completed and retained, including:

- Chronology of behaviour incidents and responses (including removals/internal provision where used)
- Pupil statement and opportunity to be heard (with support/advocacy where needed)
- Staff statements and relevant factual evidence (e.g., CCTV where available)
- SEND, vulnerability and safeguarding considerations, including any reasonable adjustments and graduated approach evidence
- Consideration of alternatives and why they were insufficient in this case
- Any victim-support/protection measures implemented
- Reintegration plan (for suspensions) or pupil movement plan (for permanent exclusion/managed move/off-site direction where applicable)
- The school will ensure that evidence is recorded in the school's systems in a timely way so that decisions can be reviewed fairly.

When there is a time-sensitivity to decision making, the Duty Officer's role is to check that the correct process has been followed and evidence recorded, and to quality assure decision-making before a statutory sanction is confirmed.

## **SEND and Statutory Duties in Relation to Exclusions**

The school is committed to ensuring that all decisions regarding suspensions and permanent exclusions are lawful, proportionate and non-discriminatory, particularly for pupils with Special Educational Needs and Disabilities (SEND). In line with the *SEND Code of Practice (2015)* and updated *Suspension and Permanent Exclusion Guidance* (DfE, August 2024), the school will consider whether a pupil's behaviour may be the result of unmet or emerging SEND needs before progressing to exclusion, and will evidence appropriate early intervention, reasonable adjustments, and graduated support as part of this decision-making process.

Before any exclusion is issued, the school will review whether the pupil has been able to access high-quality adaptive teaching, targeted intervention, and specialist support as outlined in the school's SEND Policy. Where relevant, the SENDCo will contribute to assessments and ensure that exclusions are not used in response to needs that should appropriately be met through strengthened provision. The school recognises ongoing national SEND reforms and expectations on mainstream schools to improve early identification, intervention and inclusion, and will ensure exclusions are not used where unmet need, inadequate provision, or lack of reasonable adjustments are contributory factors.

The school will not exclude pupils because they have SEND or a disability or because the school feels unable to support, nor will exclusion be used as a substitute for appropriate provision, assessment, or review of an Education, Health and Care Plan (EHCP). This aligns with statutory guidance prohibiting exclusion on the basis of SEND alone and safeguards against unlawful practices such as off-rolling.

### **Informing parents/carers**

If a pupil is at risk of suspension or exclusion, the Headteacher will inform the parents/carers/pupil as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or exclude a pupil, the parents/carers/pupil will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers/pupil will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/carers'/pupil's right to make representations about the suspension or permanent exclusion to the governors and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governors to hold a meeting to consider the reinstatement of a pupil, and that parents/carers/the pupil have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers/the pupil have the right to request that the meetings be held remotely, and how and to whom they should make this request
- If the pupil is of compulsory school age, the Headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:
- For the first 5 school days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies

- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day
- If the Headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.
- The only 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 school reserves the right to provide the information with less than 48 hours' notice, with parents'/carers' consent.
- If the Headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers/pupil without delay, and provide a reason for the cancellation.

### **Informing the governors**

The Headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

### **Informing the local authority (LA)**

The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

The reason(s) for the suspension or permanent exclusion

The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The Headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

## **Informing the pupil's social worker and/or virtual school head (VSH)**

If a:

**Pupil with a social worker** is at risk of suspension or permanent exclusion, the Headteacher will inform **the social worker** as early as possible

**If Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Headteacher will inform **the VSH** as early as possible

This is so they can work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)
- The social worker/VSH will be invited to any meeting of the governors about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

## **Cancelling suspensions and permanent exclusions**

The Headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governors. Where there is a cancellation:

- The parents/carers (or the pupil if they are 18 or older), governors and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governors duty to hold a meeting and consider reinstatement ceases
- Parents/carers (or the pupil if they are 18 or older) will be offered the opportunity to meet with the Headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay
- 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.
- 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.

## **Providing education during the first 5 days of a suspension or exclusion**

During the first 5 school days of a statutory suspension (or until alternative provision begins), the school will ensure work is set that is achievable, accessible and aligned to curriculum learning. The school will:

- Specify how work will be accessed and submitted (e.g., online platform) and who will monitor completion
- Make reasonable adjustments for SEND where required
- Provide a named contact for family communication regarding learning. For pupils with a social worker and looked-after children, the school will work with the local authority to arrange appropriate provision from day 1 where required, and will ensure safeguarding and welfare remain central.

## **The Governors**

### **Considering suspensions and permanent exclusions**

The governors have a duty to consider parents'/carers'/the pupil's (if they are 18 or older) representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

The governors do not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

### **Monitoring and analysing suspensions and exclusions data**

The governors will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

Within 14 days of receiving a request, the governors will provide the LA with information about any suspensions or exclusions within the last 12 months.

The governors will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- The timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and whether pupils who share any particular characteristic are suspended or excluded more than others
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

### **The local authority (LA)**

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

### **Considering the reinstatement of a pupil**

The governors will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension that would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

In these instances, the responsibilities regarding suspensions and permanent exclusions will be delegated by the governing board to a panel of governors comprising at least three members from the school's governing board or from the Trust board.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the governors must consider any representations made by parents/carers/the pupil. However, it is not required to arrange a meeting with parents/carers/the pupil and it cannot direct the Headteacher to reinstate the pupil. A panel or delegated representative from the governing board must consider the representation from the parents.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers/pupil make representations to the governors, the governors will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers/pupil do not make representations, the governors are not required to meet and cannot direct the Headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the governors will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the governors may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

In cases where a governor panel is required to meet to consider a suspension or exclusion, the following parties will be invited and allowed to make representations or share information:

- Parents/carers, or the pupil if they are 18 or older (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- A representative of the local authority
- Other members of staff relevant to the individual case

The meeting can be held remotely at the request of parents/carers.

The governors will try 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. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The governors will check the original decision was lawful and decide to either:

- Uphold the decision of the school to suspend/exclude and decline to reinstate; or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the governors cannot do this – see earlier in this section)

In reaching a decision, the governors will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governors
- They will decide whether or not a fact is true 'on the balance of probabilities.
- The clerk/governance professional will be present when the decision is made.
- Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The governors will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers, or the pupil if they are 18 or older
- The Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the governors have decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents'/carers'/the pupil's (if they are 18 or older) right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governors' decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers/the pupil have a right to require to appoint an SEN expert to advise the review panel.
- Details of the role of the SEN expert and that there would be no cost to parents/carers/the pupil for this appointment
- That parents/carers/the pupil must make clear if they wish for an SEN expert to be appointed in any application for a review

- That parents/carers/the pupil may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers/the pupil believe that the permanent exclusion has occurred as a result of unlawful discrimination, 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. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

### **Independent review**

If parents/carers/the pupil (if they are 18 or older) apply for an independent review within the legal timeframe, the MAT will arrange for an independent panel to review the decision of the governors not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers/pupil by the governors of its decision to not reinstate the pupil or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers/the pupil.

A panel of 5 members will be constituted with representatives from each of the categories below. The panel will constitute of 2 members from the school governor category and 2 members will come from the Headteacher category in addition to the chair. At all times during the review process there must be the required representation on the panel.

- A 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
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the LA of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the trust, or the governors of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the trust, school, governors, parents/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years.

The panel must consider the interests and circumstances of the 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.

Taking into account the pupil's age and understanding, the pupil or their parents/carers will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

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.

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.

Where a VSH is present, the panel must have regard to any representation made by the VSH of how any of the pupil's background, education and safeguarding needs were considered by the Headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the governors' decision
- Recommend that the governors reconsiders reinstatement
- Quash the governors' decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governors at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governors and that it ought to have considered if it had been acting reasonably.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

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

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governors do not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governors to place on the pupil's educational record.

### **School registers**

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers/pupil (if they are 18 or older) were notified of the governors' decision to not reinstate the pupil, and no application has been made for an independent review panel, or
- The parents/carers/pupil have stated in writing that they will not be applying for an independent review panel
- Where an application for an independent review has been made within 15 school days, the governors will wait until that review has concluded before removing a pupil's name from the register.
- While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the pupil being registered at any other school) has been made for an excluded pupil and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another school or educational establishment, code D (dual registration) will be used.
- Where excluded pupils are not attending alternative provision, code E (absent) will be used.

## **Making a return to the LA**

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house
- This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

## **Returning from a suspension**

### **Reintegration strategy**

The purpose of reintegration is to secure a rapid, supported return to successful learning and conduct. Reintegration will combine:

- A clear reset of expectations and routines (including disruption-free learning expectations and respectful conduct)
- A reflection process to understand triggers, choices and impact
- A plan to repair harm where appropriate (restorative steps may be used where safe, suitable and agreed)
- A proportionate support plan (pastoral, SEND, mentoring, timetable adjustments only when lawful and necessary)
- Ongoing monitoring with early intervention if concerns re-emerge
- Part-time timetables will not be used to manage behaviour and will only be used in exceptional circumstances, for the minimum time necessary, and with appropriate oversight and review.

### **Reintegration meeting**

A reintegration meeting will normally take place before or on the pupil's return. The meeting will:

- Welcome the pupil back and communicate that they are a valued member of the community
- Clarify the expectations that will help them succeed
- Confirm what support will be in place and what consequences will follow if the same behaviours reoccur
- Where harm occurred, clarify how the school will support those affected and prevent recurrence
- The meeting may proceed without parents/carers if they cannot attend; pupils will not be prevented from returning to learning due to non-attendance. Where parents/carers cannot attend, the school will ensure the reintegration plan is still implemented and communicated.

### **Remote access to meetings**

Parents/carers, or pupils if they are 18 or older, can request that the governors' meeting, or independent review panel be held remotely. If the parents/carers/pupil don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governors and the trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology that will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently
- Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

### **Monitoring arrangements**

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), off-site directions and managed moves
- The data will be analysed every term by Mrs Katie Haynes Assistant Head teacher and will be reported back to the Headteacher and governors.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

### **Governance reporting and quality assurance**

In addition to statutory responsibilities, governors/trustees will receive a termly report that includes:

- Number and length of suspensions; number of permanent exclusions; repeat suspensions (and for whom)
- Primary reasons/categories; time of day/week/term patterns
- Disproportionality analysis (SEND, PP, EAL, ethnicity, sex, LAC/social worker) and actions taken
- Use of internal provision (RESET/Maple/internal suspension), including time out of circulation and reintegration outcomes
- Evidence sampling/quality assurance findings (e.g., a small sample of cases reviewed for procedural fairness, reasonable adjustments, and decision-record completion)
- Impact measures: attendance/punctuality changes post-reintegration, recurrence rates, and any safeguarding concerns.

### Links with other policies

This policy is linked to our:

Behaviour for learning policy

SEND policy

SEN information report

The Child Protection and Safeguarding Policy

Attendance Policy

Approved by Local Governing Body	Spring 2026
Due for review	Spring 2027
SLT Member	Mrs K Haynes and Mr R Toop

## **Appendix 1**

### **Independent review panel training**

The LA and trust must make sure that all members of an independent review panel and clerks/governance professionals have received training within the 2 years prior to the date of the review.

Training must have covered:

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 relate to the panel's decision making

The need for the panel to observe procedural fairness and the rules of natural justice

The role of the chair and the clerk/governance professional of a review panel

The duties of Headteachers, governing boards and the panel under the Equality Act 2010

The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act