



# Suspension and permanent exclusion policy

Presented & Approved by Trust Board	5 <sup>th</sup> November 2025
Signed by Chair of Trust Board	
Name of Chair of Trust Board	Malcolm Maclean
Version	1.0
Date of Next Review	November 2027 or sooner if changes to legislation occur.



## Contents

1. Aims .....	3
2. Legislation and statutory guidance .....	3
3. Definitions .....	4
4. Roles and responsibilities .....	4
5. Considering the reinstatement of a pupil .....	8
6. Independent review .....	10
7. School registers .....	11
8. Returning from a suspension.....	12
9. Remote access to meetings .....	13
10. Monitoring arrangements.....	13
11. Links with other policies.....	14
Appendices .....	15



## 1. Aims

At Shropshire Church of England Academies Trist 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 schools aim 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

### A note on off-rolling

'Off-rolling' is a form of gaming and 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
- › 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'.

## 2. 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](#)
- › This policy complies with our funding agreement and articles of association.

### 3. 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’.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

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.

### 4. Roles and responsibilities

#### 4.1 The Headteacher/Head of School

##### Deciding whether to suspend or exclude

Only the headteacher/Head of School, 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/head of school 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 or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher/head of school 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 (SEN)
- › Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (CLA))
- › Consider whether all alternative solutions have been explored, such as:



- For suspensions: other sanctions provided for in the behaviour policy
- For exclusions: off-site direction or managed moves

**See also Appendix 2 – Initial considerations when suspending or permanently excluding a pupil.**

The headteacher/head of school 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/head of school 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.

### **Informing parents/carers**

If a pupil is at risk of suspension or exclusion, the headteacher/head of school will inform the parents/carers 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/head of school decides to suspend or exclude a pupil, the parents/carers 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 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' right to make representations about the suspension or permanent exclusion to the governing board 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 governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- › That parents/carers 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/head of school 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/head of school 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 without delay, and provide a reason for the cancellation.

### **Informing the Trust and local governing board**

The headteacher/head of school will, without delay, notify the Trust and the local 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 Shropshire local authority (LA)**

The headteacher/head of school 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/head of school 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/head of school will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher/head of school 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/head of school 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 governing board 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/head of school 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 local governing board. Where there is a cancellation:

- › The parents/carers, local governing board and the CEO 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 governing board's duty to hold a meeting and consider reinstatement ceases
- › Parents/carers will be offered the opportunity to meet with the headteacher/head of school 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**

If the pupil is not attending alternative (AP) provision, the headteacher/head of school will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Class Dojo may be used for this. If the pupil has a special educational need or disability, the headteacher/head of school will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

## **4.2 The local governing board**

In our Trust, responsibilities regarding the **cancelling of suspensions/exclusions** are delegated to a committee (of 3 members) of the local governing board which will be formed for the purpose of the meeting at the point of need.

This committee of the local governing board has a duty to consider parents'/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

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

For any suspension of more than 5 school days, the local governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

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

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

The governing board 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

### **4.3 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.

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

The appeal committee of the local governing board 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

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 appeals committee must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers and it cannot direct the headteacher/head of school to reinstate the pupil.

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 make representations to the LGB, the appeals committee 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 do not make representations, the board is not required to meet and it cannot direct the headteacher/head of school to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the appeals committee 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 appeals committee may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the appeals committee and allowed to make representations or share information:

- › Parents/carers, (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/head of school
- › The pupil's social worker, if they have one
- › The VSH, if the pupil is looked after

The meeting can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.

The board 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 appeals committee can either:

- › Decline to reinstate the pupil, or
- › Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the appeals committee will consider:

- › Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- › Whether the headteacher/head of school followed their legal duties
- › The welfare and safeguarding of the pupil and their peers
- › Any evidence that was presented to the governing board

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

- › The parents/carers
- › The headteacher/head of school
- › 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 appeals committee has 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' 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 governing board's 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 have a right to require the academy trust 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 for this appointment
- › That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- › That parents/carers 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 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

## 6. Independent review

If parents/carers apply for an independent review within the legal timeframe, the academy trust will, at their own expense, arrange for an independent panel to review the decision of the governing board 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 by the appeal committee 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. See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted, with representatives drawn from each of the categories set out below.

Where a **3-member panel** is constituted, the panel will comprise **one lay member, one headteacher (or recent former headteacher), and one school governor (or equivalent)**.

Where a **5-member panel** is constituted, the panel will comprise **one lay member (who will act as Chair), two members from the school governor category, and two members from the headteacher category**.

At all times during the review process, the panel must include the required representation from each category.\*

- › 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
- › 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/director of the academy trust of the excluding school
- › Are the headteacher/head of the excluding school, or have held this position in the last 5 years
- › Are an employee of the academy trust, or the governing board, of the excluding school (unless they are employed as a headteacher/head of school at another school)
- › Have, or at any time have had, any connection with the academy trust, school, governing board, 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 (see appendix 1 for what training must cover)



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 child's background, education and safeguarding needs were considered by the headteacher/head of school 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 governing board's decision
- › Recommend that the governing board reconsiders reinstatement
- › Quash the governing board's 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 governing board at the time of making its decision. 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.

If evidence is presented that the panel considers it is unreasonable to expect 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 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 governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- › Any information that the panel has directed the governing board to place on the pupil's educational record

## 7. School registers

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

- › 15 school days have passed since the parents/carers were notified of the appeal committee of the Trust board's decision to not reinstate the pupil, and no application has been made for an independent review panel, or
- › The parents/carers 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 governing board 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.

## **8. Returning from a suspension**

### **8.1 Reintegration strategy**

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents/carers and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers and other relevant parties.

### **8.2 Reintegration meetings**



The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning pupils and their parents/carers to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

## 9. Remote access to meetings

Parents/carers can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers 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 governing board and the academy trust (if you're an academy) 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

## 10. 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
- Anonymous surveys of staff, pupils, governors/trustees and other stakeholders on their perceptions and experiences

The available data will be analysed every term by the headteacher/head of school who will report back to the local governors through their termly report.

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.

The multi-academy trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

This policy will be reviewed by the Director of Teaching & Learning every 2 years. At every review, the policy will be approved by the Education Performance & Standards Committee and shared with the local governing boards of SCEAT schools.

## **11. Links with other policies**

This policy is linked to each school's:

- Behaviour policy
- SEND policy
- SEN information report



## Appendix 1: independent review panel training

The academy 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



## Appendix 2:

# Initial considerations when suspending or permanently excluding a pupil

---

### 1. Behavioural History and Context

- What specific incidents or behaviours have led to considering suspension or exclusion?
- Have there been previous interventions or support measures for this pupil? If so, what were they and what were the outcomes?
- Are there any patterns or triggers in the pupil's behaviour that have been identified?

### 2. Alternative Strategies and Interventions

- What alternative strategies have been tried to manage the pupil's behaviour before considering suspension or exclusion?
- Have restorative practices, mediation, or conflict resolution been attempted?
- Has the pupil been referred to any support services, such as counselling or mentoring?

### 3. Pupil's Perspective and Involvement

- Has the pupil been given an opportunity to explain their side of the story?
- How has the pupil's age and understanding been taken into account in this process?
- Were there any contributing factors from the pupil's perspective that might have influenced their behaviour?

### 4. Impact on the School Community

- How has the pupil's behaviour affected other pupils and staff?
- Are there any safety concerns for the school community if the pupil remains in school?
- How will the suspension or exclusion impact the pupil's peers and the overall school environment?

### 5. Legal and Policy Compliance

- Is the decision to suspend or exclude in line with the school's behaviour policy and the statutory guidance?
- Have all legal requirements and procedural steps been followed in considering this decision?
- Are there any potential legal implications or challenges that might arise from this decision?

### 6. Support for the Pupil During Suspension or Exclusion

- What educational provision will be made for the pupil during the suspension or exclusion period?
- How will the pupil be supported to continue their education and avoid falling behind?
- Are there plans for regular check-ins or support from school staff during this period?

### 7. Reintegration Plans

- What is the plan for reintegrating the pupil back into school after the suspension or exclusion?
- How will the school support the pupil to improve their behaviour and prevent future incidents?
- Are there specific goals or milestones set for the pupil's reintegration process?

### 8. Legal and Procedural Compliance

- Is the decision lawful, reasonable, fair, and proportionate?
- Has the civil standard of proof ("balance of probabilities") been applied?
- Are the reasons for suspension or exclusion clearly documented?



## **9. Communication and Notification\*\***

- Have parents been notified without delay?
- If the pupil has a social worker or is looked-after, have they been informed?
- Has the CEO and Chair of Trustees been notified regardless of the length of suspension?

## **10. Educational Provision**

- Are steps being taken to ensure the pupil receives education during the first five school days of suspension?
- Is suitable full-time education arranged from the sixth school day of suspension or permanent exclusion?

## **11. Safeguarding and Welfare\*\***

- Have the pupil's safeguarding needs and risks been considered?
- Is there ongoing support for the pupil's welfare during the exclusion process?

## **12. Special Educational Needs (SEN) and Disabilities**

- Have reasonable adjustments been made for pupils with disabilities?
- Is there appropriate special educational provision for pupils with SEN?
- Has the local authority been contacted early if the pupil has an EHC plan?

## **13. Reintegration and Support**

- Is there a clear reintegration strategy for the pupil following suspension or off-site direction?
- Are there arrangements for regular reviews and support to ensure successful reintegration?

## **14. Data and Monitoring**

- Has the suspension or exclusion been recorded on the MIS system?
- Is there a reliable method for monitoring the maximum 45 days permitted in a school year out of school due to exclusion?
- Are data on suspensions and exclusions being reviewed to ensure they are used only when necessary?

## **15. Managed Moves and Off-Site Direction**

- Are managed moves being used appropriately and voluntarily agreed with all parties?
- Is off-site direction being used as a temporary measure to improve behaviour, not as a punishment?

## **16. Compliance with Equality Act 2010**

- Are decisions compliant with the Equality Act 2010, ensuring no discrimination, harassment, or victimisation?
- Are reasonable adjustments being made to avoid unfairly increasing the risk of exclusion for pupils with disabilities?

## **17. Trust Board's Role**

- Is the Trust board informed of all exclusions and suspensions?
- Are there clear processes in place for the Trust board to consider reinstatement?