



TRUST IN LEARNING (ACADEMIES)

SUSPENSION AND EXCLUSIONS POLICY

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As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		



History of Policy Changes:

Date	Page	Change	Reason for Change
July 2025			New over-arching policy for the Trust

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1. Statement of Intent

This document sets out the overarching policy for schools to issue suspensions and exclusions within Trust in Learning Academies (the Trust), following all statutory guidance and the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (as amended) and the statutory guidelines detailed within the Department for Education's paper 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' September 2024.

The policy sets out the process that will be followed and the additional considerations around suspensions and exclusions that Trust in Learning (Academies) will apply.

2. Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- Empower pupils to have confidence in their successes to make a positive contribution to the world
- Remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

3. Objectives and Scope

3.1 Objectives

The specific objectives of this policy are to:

- Make sure that the exclusions process is applied fairly and consistently
- Make sure all suspensions and permanent exclusions are carried out lawfully
- Help governors, staff, families and pupils understand the exclusions process
- Make sure that pupils in school can study in a safe and welcoming environment
- Prevent pupils from becoming NEET (not in education, employment or training)

This policy is underpinned by the commitment of all at Trust in Learning Academies to ensure the safety and well-being of the whole school community and to maintain a calm, safe and supportive educational environment in which all students can learn and achieve.

3.2 Legislation and Statutory Guidance

This policy has due regard to legislation and statutory guidance, including but not limited to:

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2012, updated 2024
- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Part 7, chapter 2 of the Education and Inspections Act 2006
- 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
- School Inspection Handbook
- SEND code of practice
- Keeping Children Safe in Education, DfE 2024
- Behaviour in Schools Advice for Headteachers and School Staff, DfE 2024

3.3 Links to Trust Policies

This policy is implemented in conjunction with the following Trust policies:

- Behaviour Policy
- Special Educational Needs Policy
- Pupil Wellbeing Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

3.4 Definitions

- A suspension is where a pupil is prevented from attending the school for a fixed period of time. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year.
- A permanent exclusion is where, subject to a decision of the governing board Exclusions Committee to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Suspensions and permanent exclusions are both types of exclusion, and where this policy uses the word 'exclusion' this includes both suspensions (fixed-period exclusions) and permanent exclusions.

4. Responsibilities and Accountabilities

4.1 Responsibilities of the Trust Central Team

- To monitor, review, challenge and evaluate the data on each school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves
- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- To ensure the policy is well communicated to all Headteachers
- To ensure that the policy is regularly reviewed

4.2 Responsibilities of the Headteacher

Only the headteacher, or acting headteacher, can make the decision to suspend or permanently exclude a pupil from school on disciplinary grounds. There is no trust-agreed 'tariff' for length of suspension; this is decided on a case-by-case basis by the headteacher.

- To ensure the implementation of and compliance with current policy and procedures at school level
- To use suspension and exclusion as a last resort, making use of alternative options to keep the child in school wherever possible
- To ensure the Trust Exclusions Committee is fully briefed of suspensions and exclusions within agreed timescales
- To adopt a reliable method for monitoring the 15 days per term and maximum 45 days permitted in a school year out of school due to exclusion, including suspensions received from other schools
- To ensure there is a formal process for informing families, social worker and Virtual School Heads (where relevant), governing board and local authority, which sets out the reasons for exclusion
- To ensure a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days
- To fully reintegrate pupils who have spent time out of school as a result of this policy, which supports pupils' future behaviour
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy

4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood

4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time

- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

4.5 Responsibilities of parents

- To support the implementation of the policy with the child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

4.6 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff

4.7 Responsibilities of the governing board

Responsibilities regarding exclusions are delegated to the Trust Exclusions Committee – see 4.8 below.

School governors have the following responsibilities:

- To have oversight of the types of interventions put in place for pupils at risk of suspension and permanent exclusion, including where there are patterns which may indicate that certain policies and support measures are or are not working.
- To determine whether there are any patterns of suspensions and exclusions including for repeat suspensions.
- To consider the level of pupil moves and the characteristics of pupils who are moving on any permanent exclusions to ensure that this is only being used as a last resort.
- To review data on suspensions and exclusions, and understand any variation over time, and for particular characteristics of pupils

4.8 Responsibilities of the Trust Exclusions Committee

- To ensure that the use of suspensions and exclusions is appropriate and in line with policy
- 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 Exclusions Committee must consider any representations made by families. The Exclusions Committee is not required to arrange a meeting with parents/carers, and it cannot direct the headteacher 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, the Exclusions 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 Exclusions Committee is not required to meet, and it cannot direct the headteacher to reinstate the pupil.
- Where the pupil has been suspended, and that suspension brings the pupil's total number of days out of school to more than 15 in a school term, or where the exclusion is permanent, or where the suspension or exclusion would result in a pupil missing a public exam or National curriculum test, then the Exclusions Committee must meet to consider the reinstatement of the suspended or excluded pupil within 15 school days of receiving the notice of the suspension or exclusion.

- 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'.
- In reaching a decision on whether a pupil should be reinstated, the Exclusion Committee should consider whether the decision to suspend or permanently exclude the pupil was lawful, reasonable, and procedurally fair.
- 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 Exclusions Committee 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.
- For any suspension of more than 5 school days, the Exclusions Committee must ensure suitable full-time education for the pupil has been arranged by the school to begin no later than the sixth day of the suspension.

4.9 Responsibilities of 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. Determining Suspensions and Exclusions

5.1 Principles for determining suspensions and exclusions

- All decisions to suspend or permanently exclude a pupil will be taken by the headteacher after considering all the circumstances.
- 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.
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher 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.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
- Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of



permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour

- The headteacher will use permanent exclusion as a last resort, and this decision 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.
- Where an exclusion is permanent and is given for reasons of persistent breaches of the school's Behaviour Policy, the headteacher must be able to demonstrate how the school has provided support and intervention to the pupil to address their individual needs. This may include (but is not limited to) a range of internal interventions, mentoring, specialist advice, outreach support, short-term off-site direction and alternative provision placement.

5.2 Process for determining suspensions and exclusions

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Consider whether the pupil has special educational needs (SEN) and whether these needs were appropriately met in the run up to the incident
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a child in care)
- Allow the pupil to give their version of events. 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 wherever possible. 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
- Consider whether all alternative solutions have been explored, which are outlined in the school's behaviour policy and below
- In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious, and time is required to fully investigate the circumstances and consider alternatives. Schools may also consider off-site direction under exceptional circumstances during any investigation process for safeguarding/support purposes.
- The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion
- There is no Trust-agreed 'tariff' for suspension. All decisions regarding length of suspension are determined by the headteacher of the school

5.3 Pupils with a social worker, children in care, and previously looked after children

The headteacher should, as far as possible, avoid permanently excluding any pupil with a social worker, including looked-after children or previously looked-after children.



- For many pupils who have a social worker, this is due to known safeguarding risks at home or in the community. Education is an important protective factor, providing a safe space for pupils to access support, be visible to professionals and realise their potential. Decisions about suspensions and exclusions therefore needs to take into consideration both potentially increasing vulnerability to harm for these pupils, alongside ensuring a calm and safe environments for all pupils and staff in school.
- The headteacher must contact the pupil's social worker as early as possible in relevant conversations where a pupil is at risk of suspension or permanent exclusion
- For children in care, the headteacher must inform the Designated Teacher and the Virtual School Head (VSH) who together should consider what additional assessment and support needs 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 manager. The looked-after child's Personal Education Plan (PEP) 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.
- Where previously looked-after children are at risk of being suspended or permanently excluded, the school should engage with the child's parents and the school's Designated Teacher. The school may also seek the advice of the virtual school on strategies to support a previously looked-after child.

5.4 Pupils with Special Educational Needs, Disabilities and Education, Health and Care plans

The headteacher should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a child in care.

- 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, schools should ensure 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.
- 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 underlying needs that could be causing difficulties with following school behaviour expectations and the suitability of provision for a pupil's SEN or disability.
- 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 or interim/emergency 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.

5.5 Alternatives to Suspension and Permanent Exclusion

Before taking any decision to permanently exclude a pupil, the headteacher will consider whether off-site direction, such as attending alternative provision, and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

Off-site direction

Off-site direction is when a governing body of a maintained school requires a child to attend another education setting to improve their behaviour. Off-site direction is arranged under section 29A of the Education Act 2002. Whilst the 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 can be used to arrange time-limited placements at alternative provision (such as a PRU) or another mainstream school. During the direction off-site to another school, pupils must be dual registered and coded as D.

Pupils must continue to receive a broad and balanced education, to support reintegration into mainstream schooling. The nature of the intervention, its objectives, and the timeline to achieve these objectives should be clearly defined and agreed with the provider in advance.

The direction off-site can be full-time or a combination of part-time provision in alternative provision and continued mainstream education, depending on the individual needs and circumstances of the pupil. Alternative provision must be suitable to the child's age, ability and aptitude, and any SEN they have. As part of the planning phase for off-site direction, a proposed maximum period of time should be discussed and agreed upon. While parental consent is not needed, the Trust would expect discussions to take place with parents/carers to feed in their views about the options available. The school should then hold regular reviews of the placements and invite parents/carers to each review. The school must give written notification to parents/carers within six days of the review meeting if they decide to continue the placement, including their reasons for the extension and how long the extension will last.

Alternative options, such as a managed move, should be considered as part of the planning process once the time limit has been reached.

Managed Move

A managed move is the permanent transfer of a child from one mainstream school (the home school) onto the register of another mainstream school (the new school). A managed move may be undertaken following a period of off-site direction to an alternative provision setting where the child is dual registered where it is agreed that it is in the best interest of the child and as part of a planned intervention.

Managed moves must be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. A managed move may be a viable alternative to a permanent exclusion because the focus is on a fresh start for the pupil and providing continuity of support and services to the pupil in their new educational placement.

Any managed move should be preceded by information sharing between the home 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 child is provided with an effective integration strategy.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If a school named on a child's EHC plan believes that a child would benefit from alternative provision, they should inform the local authority responsible for the EHC plan so that the authority can then consider whether to review the plan. If the local authority agrees that an intervention from an alternative provider might be appropriate, the local authority would need to consult the child's parents, consider their wishes and consult with the alternative provider to ensure they are able to meet the child's needs. The local authority may need to review and amend the EHC plan, for example to name the alternative provision school in Section I as a new placement or as a dual placement alongside the home school or other institution.

5.6 Evidence and witness statements

- The Trust uses Closed-Circuit Television (CCTV) within its premises to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV or mobile phone footage (for example for incidents after school), the footage may be viewed by senior staff only (headteacher or designated representative) as part of the investigation and the content considered before imposing a sanction. If CCTV/mobile phone footage is relied upon for a decision on a suspension or exclusion, then the Headteacher can determine whether it may be shown in some format (redacted as necessary) at any review meeting as long as this protects witnesses and others involved from threat of reprisal. Please refer to the trust's privacy notices for CCTV use.
- Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any Exclusions Committee meeting. The Headteacher will determine if the identity of those making the statements should be made anonymous to protect witnesses.
- There is no automatic right for parents/carers to view witness statements or CCTV/mobile phone footage due to threat of reprisal.

5.7 Risk Assessment

- The headteacher must consider if a risk assessment is required when a pupil is to be suspended or excluded. The decision and reasons for it, must be recorded.
- The risk assessment should consider safeguarding (including contextual safeguarding risk) and the health and wellbeing of the pupil while they are excluded and not in school.
- The headteacher should consider if the school is able to mitigate any of the risks that emerge, through their own safeguarding team or signposting to external agencies who work with the child.

5.8 Criminal Investigations

- The headteacher will not postpone taking a decision to suspend or exclude a pupil due to a police investigation being underway, or any criminal proceedings that are in place.
- Particular consideration will be given by the headteacher when deciding to suspend or exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

- If the Exclusions Committee is required to consider the headteacher's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available.

6. Informing relevant parties

6.1 Informing parents and carers

- If a pupil is at risk of suspension or exclusion, the headteacher 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 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 and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion:
 - 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
 - that they must ensure that the pupil is not present in a public place at any time during school hours during the period of the suspension or permanent exclusion and that if they fail to comply with this duty without reasonable justification, they commit an offence and may be given a fixed penalty notice or be prosecuted
 - parents'/carers' right to make representations about the suspension or permanent exclusion to the Exclusions Committee, the right to request remote access to the meeting, and 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, that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
 - if a pupil is normally registered to attend breakfast club or after school clubs, then the suspension or exclusions would also cover attendance at that club or activity. The suspension or exclusion letter that is sent to the parent/carer should make this clear.
 - 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.

6.2 Informing the governing board (Exclusions Committee)

The headteacher will, without delay, notify the Exclusions Committee 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 15 school days 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

6.3 Informing the Local Authority (LA)

- The headteacher will notify the LA of all school exclusions
- The headteacher will, without delay, inform the pupil's 'home authority' of the exclusion and reason for it, if the pupil lives outside the LA in which the school is located
- The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled

6.4 Informing the pupil's social worker, Designated Teacher and/or virtual school head (VSH)

In order to best 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:

- The headteacher will inform a pupil's social worker if a pupil with a social worker is at risk of suspension or permanent exclusion, or if they have decided to cancel a suspension or permanent exclusion, and why (where relevant)
- The headteacher will inform the school's Designated Teacher, as well as the virtual school head (VSH) if a pupil who is a child in care is at risk of suspension or permanent exclusion, or if they have decided to cancel a suspension or permanent exclusion, and why (where relevant).

7. After issuing a suspension or exclusion

7.1 Providing education during the first 5 days

- If the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil during the first 5 days of a suspension or exclusion. This may be online work.
- If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

- If the pupil is a child in care or if they have a social worker, the school will work with the Local Authority to arrange Alternative Provision 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.

7.2 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 governing board.
- Where there is a cancellation, the parents/carers, Exclusions Committee, LA, the child's social worker, Designated Teacher and VSH will be notified without delay, providing the reason for cancellation
- At this point, the Exclusions Committee's duty to hold a meeting and consider reinstatement ceases
- Parents/carers 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 into 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.

7.3 Registers

While the pupil's name remains on the school's admission register, the pupil's attendance will 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

For permanent exclusions, the 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 Exclusions Committee's 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 school will wait until that review has concluded before removing a pupil's name from the register.

7.4 Independent Review Panels

- If parents/carers apply for an independent review within the legal timeframe, the Trust will, at its own expense, arrange for an independent panel to review the decision of the Executive Committee not to reinstate a permanently excluded pupil.

- The Trust will normally engage the Local Authority to arrange the Independent Review Panel.
- Independent reviews can be held remotely at the request of parents/carers.
- Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the Exclusions 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.

8. Returning from a suspension

8.1 Reintegration Meeting

At the end of a suspension, a pupil and their parents/carers will be invited to a reintegration meeting with the headteacher and/or any other relevant staff to support the pupil. The purpose of the meeting is to support the pupil to return successfully so that further suspensions are avoided.

The school expects all returning pupils and their parents/carers to attend their reintegration meeting, but the meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The meeting should:

- re-build the pupil's sense of belonging within the school community. 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.
- remind the pupil of the school's behaviour expectations, values and culture
- agree how relationships with any staff or pupils can be re-built so that the pupil can reintegrate successfully
- agree how the pupil will catch up any missed learning and how future engagement with learning will be supported
- agree a reintegration plan

8.2 Reintegration Plan

At the meeting a plan will be agreed to help the pupil reintegrate successfully into school life and full-time education. The plan aims to:

- agree the support that a pupil may need to understand the impact of their behaviour on themselves and others
- determine any pastoral interventions or practical support that might reduce the chance of repeat behaviours, such as mentoring or signposting to external support
- decide whether the school needs to assess for unmet special educational and/or health needs
- decide if further academic support (for example with reading) is required to help the pupil engage more successfully and make better progress moving forwards
- agree frequency of review with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage

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

9. Complaints

For complaints relating to a suspension or exclusion, parents/carers should follow the guidance in the letter sent by the headteacher about the suspension/exclusion.

If complaints relate to the application or implementation of this policy, or if parents/carers feel they are being pressured into a managed move, then they should raise their concerns with the headteacher.

If the complaint relates to the headteacher, then the complaint should be raised with the CEO, in accordance with the Trust complaints policy.

10. Monitoring arrangements

As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. The decision to suspend or exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. An Equality Impact Assessment has been carried out on this policy, and the outcome is available on request.

Local governors have oversight of the types of interventions put in place for pupils at risk of suspension and permanent exclusion, including where there are patterns which may indicate that certain policies and support measures are or are not working; determine whether there are any patterns of suspensions and exclusions including for repeat suspensions; consider the level of pupil moves and the characteristics of pupils who are moving on any permanent exclusions to ensure that this is only being used as a last resort; review data on suspensions and exclusions, and understand any variation over time, and for particular characteristics of pupils.

The Trust Exclusions Committee ensures that the use of suspensions and exclusions is appropriate and in line with policy.

The Trust central education team reviews:

- that interventions are put in place for pupils at risk of suspension and permanent exclusion
- that any variation within the year on suspensions and permanent exclusions and the characteristics of pupils is reviewed
- that circumstances in which pupils receive repeat suspensions are reviewed
- that processes are in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it