



Suspension & Permanent Exclusion POLICY

Rednock School

Where everyone matters



Date of Ratification:

July 2026

Date of Review:

July 2027

Responsibility of:

Headteacher

Suspension & Permanent Exclusion

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1. Aims

Good behaviour in schools is essential to ensure that all students benefit from the opportunities provided by education. At Rednock we recognise that school exclusions, managed moves and off-site direction are essential behaviour management tools and can be used to establish high standards of behaviour in our school and maintain the safety of school communities.

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

Our school aims are to:

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

A note on off-rolling

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

‘Off-rolling’ is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the student, to:

- Remove a student from the school admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school admission register, or
- Encourage a sixth-form student not to continue with their course of study, or
- Retain a student on the school admission register but does not allow them to attend the school normally, without a formal permanent exclusion or suspension
- Move a student to alternative provision (AP) where this is not in their best interest or,
- Send a student home without formally recording a suspension regardless of whether it occurs with the agreement of parents, or
- Place a student on a part time timetable for behavioural reasons
- Remove a student from roll without due process.

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

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

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

If any student 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](#)
- [The School Inspection Handbook](#)

3. Definitions

Suspension – when a student is removed from the school for a fixed period.

Permanent exclusion – when a student 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 Body of a maintained school requires a student to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a student follows an agreed transition process with the aim to be transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

Cancelled exclusion - an exclusion that has been cancelled before the governing body has met to consider whether the student should be reinstated.

4. Roles and responsibilities

4.1 The Headteacher

Deciding whether to suspend or exclude

Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a student 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 student will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To ensure an orderly and purposeful environment is maintained in the school
- To show a student 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 permanently exclude a student will be taken only:

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

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

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

A note on Off- site direction

When considering off-site direction, the school complies with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, and has regard to the Arranging alternative provision: a guide for local authorities and schools.

Before directing a pupil off-site or agreeing a managed move, the school will:

- Ensure the pupil's views are sought and considered
- Be able to evidence that appropriate interventions have already been implemented
- Share relevant information with the receiving setting and the local authority (LA), including attainment data, risk assessments and support strategies

Where a managed move is being considered for a pupil with a social worker, the school will inform, at the earliest opportunity:

- The social worker
- The DSL
- Parents (unless this would create a safeguarding risk)
- For looked after children: the virtual school head (VSH)

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

Students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker. The Headteacher will not reach their final decision until they have heard from the student, and will inform the student of how their views were taken into account when making the decision, unless the student declines to submit their views. In the event of a permanent exclusion a temporary suspension may need to be applied whilst this additional evidence is being collated to allow the Headteacher to make an informed decision.

If it is decided that a managed move is in the student's best interests, the original school and new school will work together to make sure that any personal education plan (PEP) that the student has is reviewed and amended to reflect the move.

Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a student with SEN, a disability or an education, health and care (EHC) plan, the school will, in partnership with others (including where relevant, the LA), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for the student's SEN or disability.

Where a student has an EHC plan, the school will contact the LA about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude the student.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a student, or if a student has been reinstated to the school, it is likely that complex and difficult decisions will need to be made. These decisions will be made alongside the school's safeguarding duties and its duty to provide an education.

Deciding whether to temporarily remove a pupil from the school site for safeguarding reasons

In exceptional circumstances, the headteacher may decide to temporarily prevent a student from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds.

This measure will only be used when:

It is necessary to separate students to ensure safety, and

There is no reasonable alternative that would allow all students to remain on site

Decisions will be made on a case-by-case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g children's social care or the police).

Where this measure is used, the school will:

Inform parents without delay, including the reasons for the decision

Notify the governing board without delay

Provide work for the pupil to complete at home, or work with the LA to ensure suitable education is arranged

Support the student's reintegration, as soon as it is safe to do so

A suspension should not be extended or converted into a permanent exclusion. However, the Headteacher can issue a further suspension or a permanent exclusion to begin immediately after the end of the first fixed period. This usually happens where further evidence has come to light.

Informing Parents (or the student if they are 18 or older)

The School will work with parents to consider what factors may be affecting the student's behaviour, and what further support can be put in place to address the behaviour in an attempt to reduce the risk of suspension or permanent exclusion. Sometimes, this is not possible for one off incident or a serious breach of the school behaviour policy. Although when a student turns 18, this contact can be made directly with them, our School takes the decision to always inform the named parent.

In the event of a suspension, the appropriate member of staff acting on behalf of the Headteacher will:

- Inform the parents, in person or by telephone, as soon as possible, of the period of the suspension and the reason(s) for it
- Where the parent is uncontactable, an email notification will be left with a request to discuss further

In the event of a permanent exclusion, the Headteacher will:

- Inform the parents, in person or by telephone, without delay, of the permanent exclusion and the reason(s) for it

The parents will also be provided with the following information in writing as soon as is possible:

- 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 parents' right to make representations about the suspension or permanent exclusion to the Governing Body and how the student may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Governing Body to hold a meeting to consider the reinstatement of a student, and that parents and student have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend
- That parents have the right to request that the meetings be held remotely and how and to whom they should make this request
- For the first 5 school days of a permanent exclusion (or until the start date of any alternative provision or the end of a suspension), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this
- In the event of a permanent exclusion the letter will also outline the provision in place from the 6th day and the local authority's responsibility for 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 student needs in order to identify the person they should report to on the first day
- If the alternative provision is arranged as a result of a permanent exclusion, the responsibility lies with the relevant LA

Where applicable, the Headteacher must provide details of alternative provision 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' consent.

If the Headteacher cancels the suspension or permanent exclusion, they will notify the parents without delay, and provide a reason for the cancellation.

Informing the Governing Body

The Headteacher and Clerk to the Governing Body will, without delay, notify the Governing Body of:

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

The Headteacher will notify the Governing Body a minimum of three times a year of any other suspensions of which they have not previously been notified, and the number of suspensions and permanent exclusions which have been cancelled, including the circumstances and reasons for the cancellation. This may take the form of a written Headteacher's report or form part of the agenda item at the appropriate Governors committee.

Informing the Local Authority (LA)

The Headteacher will notify the LA of all suspensions as soon as possible. They will inform the LA about permanent exclusions without delay.

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
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation.

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

Informing the Student's Social Worker and/or Virtual School Head (VSH)

If a:

- **Student with a social worker** at risk of suspension or permanent exclusion, the Headteacher will inform **the social worker** as early as possible. This may not be possible if the suspension or permanent exclusion is for a one-off event that could not have been predicted or for a serious one off breach of the school's behaviour policy.
- **Student 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 may not be possible if the suspension or permanent exclusion is for a one-off event that could not have been predicted or for a serious one off breach of the school's behaviour policy.

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

If the Headteacher decides to suspend a student with a social worker / a student who is looked after, they will make every attempt to inform the student's social worker / the VSH, as appropriate, as soon as is possible that:

- They have decided to suspend
- The reason(s) for the decision
- The length of the suspension
- If the suspension or affects the student's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel **a suspension** (where relevant)

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

- They have decided to permanently exclude the student
- The reason(s) for the decision
- The fact that it is permanent
- The permanent exclusion affects the student's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a permanent exclusion, and why (where relevant)

The social worker / VSH will be invited to any meeting of the Governing Body about the suspension or permanent exclusion. This is so they can provide advice on how the student'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 student'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 yet to begin, but this will only be done where it has not yet been reviewed by the Governing Body. Where there is a cancellation:

- The parents, Governing Body and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- The notification must provide the reason for the cancellation
- The Governing Body's duty to hold a meeting and consider reinstatement cases
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation, which will be arranged
- The student 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 student 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 Permanent Exclusion

During the first 5 days of a suspension, if the student is not attending alternative (AP) provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the student. Online pathways such as Google Classroom and/or Oak Academy may be used for this. If the student has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the student 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 student, including the use of online pathways.

4.2 The Governing Body

Considering Suspensions and Permanent Exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to the Student Disciplinary Committee consisting of at least 3 governors.

The Student Disciplinary Committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the Governing Body 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 Governing Body will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension.

The Governing Body does not have to arrange such a provision for students 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 Governing Body will review, challenge and evaluate the data on the school's use of suspension, exclusion, off site direction to alternative provision and managed moves.

The Governing Body will

- Closely scrutinise patterns of all student movement, including suspensions, permanent exclusions, off-site direction and managed moves
- Ensure these measures are only used as a last resort
- Review any use of separation from site for safeguarding purposes
- Challenge the school's leadership team to identify and address emerging trends

The Governing Body will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where students receive repeat suspensions
- Interventions in place to support students 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
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded students
- Whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it
- The cost implications of directing students 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 permanent exclusion.

For students 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 permanent exclusion.

5. Considering the Reinstatement of a Student

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

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

Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension to more than 5 in a term, the Student Disciplinary Committee must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the Headteacher to reinstate the student.

Where the student has been suspended for more than 5 days, but not more than 15 school days, in a single term, and the parents make representations to the board, the Student Disciplinary Committee will consider and decide on the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the Headteacher to reinstate the student.

Where a suspension or permanent exclusion would result in a student missing a public exam or National Curriculum test, the Student Disciplinary Committee will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the chair of the Governing Body (or the Vice-Chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the student.

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

- Parents, or the student if they are 18 or over (and, where requested, a representative or friend)
- The student, 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 and/or most appropriate senior leader
- The student's social worker, if they have one
- The VSH, if the student is looked after
- A representative of the LA

Governing Body meetings can be held remotely at the request of parents (further details regarding remote meetings can be found below under Section 9).

The Governing Body 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 Student Disciplinary Committee can either:

- Decline to reinstate the student, or

- Direct the reinstatement of the student immediately, or on a particular date (except in cases where the Governing Body cannot do this – see earlier in this section)

In reaching a decision, the Student Disciplinary Committee 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 student and their peers
- Any evidence that was presented to the Governing Body

They will decide whether or not a fact is true 'on the balance of probability'.

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 student's educational record, and copies of relevant papers will be kept with this record.

The Student Disciplinary Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision:

- The parents (or the student if they are over 18)
- The Headteacher
- The student's social worker, if they have one
- The VSH, if the student is looked after
- The LA
- The student's home authority, if it differs from the school's

Where an exclusion is permanent and the Student Disciplinary Committee has decided not to reinstate the student, the notification of decision will also include the following:

- The fact that it remains a permanent exclusion
- Notice of parents' 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 Body's decision is given to parents)
- 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 student's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded student has recognised SEN, parents have a right to require the LA to appoint a SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for a SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents 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 apply for an independent review within the legal timeframe, the LA will arrange for an independent panel to review the decision of the Governing Body not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Student Disciplinary Committee of its decision to not reinstate the student 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 (further details regarding remote meetings can be found below under Section 9).

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5- member panel is constituted, 2 members will come from the school governor category and 2 members will come from the Headteacher category. At all times during the review process there must be the required representation on the panel.

- 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 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 LA or the Governing Body, 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 LA, school, Governing Body, parents or student, 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 student, including the circumstances in which the student was permanently excluded, and have regard to the interests of other students and people working at the school.

Taking into account the student's age and understanding, the student or their parents will be made aware of their right to attend and participate in the review meeting and the student 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 student'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 student's experiences, needs, safeguarding risks and/or welfare may be relevant to the student's permanent exclusion.

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

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

- Uphold the Governing Body's decision
- Recommend that the Governing Body reconsiders reinstatement
- Quash the Governing Body'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 Body at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Governing Body 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 Body 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 Body 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 Body does not subsequently decide to offer to reinstate the student within 10 school days
- Any information that the panel has directed the Governing Body to place on the student's educational record

7. School Registers

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

- 15 school days have passed since the parents were notified of the Student Disciplinary Committee's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents 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 Body will wait until that review has concluded before removing a student's name from the register.

While the student's name remains on the school's admission register, the student's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

Making a Return to the Local Authority

Where a student'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 student's full name
- The full name and address of any parent with whom the student normally resides
- At least 1 telephone number at which any parent with whom the student 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 student will attend, including the name of that school and the first date when the student attended or is due to attend there, if the parents have told the school the student is moving to another school
- Details of the student's new address, including the new address, the name of the parent(s) the student is going to live there with, and the date when the student is going to start living there, if the parents have informed the school that the student 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 student's name.

8. Returning from a Suspension

8.1 Reintegration Strategy

8.1 Reintegration Strategy

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

Where necessary, the school will work with third-party organisations to identify whether the student 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:

- Agreeing a behaviour contract
- Putting a student 'on report'
- Regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage
- Internal isolation
- Curriculum adaptation
- Discussion of additional support

This is not an exhaustive list and other measures may be implemented on a student's return to school following a suspension.

Part-time timetables will not be used exclusively 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 student, parents, and other relevant parties.

8.2 Reintegration Meetings

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

The student, parents, a member of senior staff (when appropriate), and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend. However, parents will always be invited to attend.

The school expects all returning students and their parents to attend their reintegration meeting, but students who do not attend will not be prevented from returning to the School.

9. Remote access to meeting

Parents can request that a Governing Body meeting, or independent review panel be held remotely. If the parents do not express a preference, the meeting will be held in person.

In cases 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 Body and the LA 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 which will allow them to hear, speak, see and be seen
- All the participants will be able to participate fully
- The remote meeting can be held fairly and transparently
- The remote meeting is non recorded unless prior agreement is secured

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 cannot 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 student referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences

The data will be analysed every term by a member of the Senior Leadership Team with responsibility for student behaviour. The member of the Senior Leadership Team will report back to the Headteacher and Governing Body.

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 students are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed annually. At every review, the policy will be approved by the Governing Body.

11. Links with Other Policies

This exclusions policy is linked to our:

- Behaviour Policy
- SEN Policy and Information Report
- Agreed Behaviour Principles
- Attendance Policy

Appendix 1: Independent Review Panel Training

The LA must make sure that all members of an independent review panel and clerks 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 of a review panel
- The duties of Headteachers, Governing Bodies 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.