BDMAT
Birmingham Diocesan Multi-Academy Trust

Suspension and permanent exclusion model policy

[Insert school name]

Approved by:	Trust Board	**Date:**	07-12-2023
Amended:	July 2026		
Next review date:	Autumn 2029		

1.0 Aims

1.1 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a calm, safe and supportive environment where high standards of behaviour enable every pupil to learn, belong and thrive.

1.2 Our schools aim to:

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

1.3 **A note on off-rolling**

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

"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

1.4 We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils 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, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school
- By placing pupils on part-time timetables or removing them from school for behavioural reasons without following the statutory suspension process

2.0 Legislation and statutory guidance

2.1 This policy is based on the Department for Education statutory guidance *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (July 2026)*. It should be read alongside:

- Behaviour in Schools
- Keeping Children Safe in Education
- Working Together to Improve School Attendance
- Mental Health and Behaviour in Schools
- SEND Code of Practice
- Equality Act 2010: Advice for Schools.

2.2 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
- Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026. https://www.legislation.gov.uk/uksi/2026/558/contents/made
- The Equality Act 2010
- Children and Families Act 2014

This policy complies with our funding agreement and articles of association.

3.0 Definitions

3.1 Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

3.2 Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

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

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

3.5 Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

Roles and responsibilities

4.0 The headteacher

4.1 Deciding whether to suspend or exclude

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

4.2 A decision to suspend or 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 will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has SEND, a disability or an Education, Health and Care Plan and whether reasonable adjustments have been made in accordance with the Equality Act 2010
- Where a pupil has an EHCP, consideration will be given to requesting an early annual review before any permanent exclusion is considered.
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves
- Before making any decision, the Headteacher will also consider whether all appropriate strategies identified within the school's Behaviour Policy have been implemented and whether further support, reasonable adjustments or multi-agency intervention may reduce the need for suspension or permanent exclusion

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

4.4 Pupils 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.

4.5 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.

4.6 Informing parents

If a pupil is at risk of suspension or exclusion the headteacher will inform the parents 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.

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

4.8 The parents 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' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents, 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 have a right to attend the meeting, be represented at the meeting (at their own expense) and 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.

4.9 If the pupil is of compulsory school age, the headteacher will also notify parents 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 an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents 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 may be given a fixed penalty notice or prosecuted if they fail to do this.

4.10 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

4.11 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.

4.12 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.

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

4.14 Informing the Executive Team and Local Academy Board

The headteacher will, without delay, notify the Executive Team and the local academy board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which 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 which 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

The Executive Team are informed by adding the details of the exclusion to the BDMAT Management Information System (Arbor)

4.15 Informing the local authority (LA)

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

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

4.16 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.

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

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

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

4.19 This is 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.

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

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

4.21 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 that 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. Where appropriate, the Headteacher will also work with the Virtual School Head and social worker to consider the use of Pupil Premium Plus,

Personal Education Plans and other available support to reduce the likelihood of suspension or permanent exclusion.

4.22 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, local academy board 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 Local Academy Board's duty to hold a meeting and consider reinstatement ceases
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

4.23 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.

4.24 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.

4.25 Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, 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.

4.26 Approved online learning platforms appropriate to the school's curriculum may be used for this

4.27 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.

4.28 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.

4.29 **Reintegration following suspension, cancelled exclusion, off-site direction or safeguarding separation (see appendix 1).**

Following every suspension, cancelled suspension, period of off-site direction or safeguarding separation, the school will implement an appropriate reintegration

strategy. Further information regarding the school's reintegration procedures is set out in Section 11 of this policy.

4.30 **Separation of pupils for safeguarding purposes**

In exceptional circumstances, the school may need to temporarily prevent a pupil from attending the school site where this is necessary to safeguard children whilst concerns are investigated. This is **not** a suspension or permanent exclusion and must not be used as a disciplinary sanction.

Any decision to temporarily prevent a pupil from attending school for safeguarding reasons will:

- be made only where it is necessary to protect children and young people
- be led by the Designated Safeguarding Lead (or Deputy DSL) in consultation with the Headteacher
- comply with the principles set out in *Keeping Children Safe in Education*
- comply with the Equality Act 2010, the Human Rights Act 1998 and public law principles
- ensure that suitable education is arranged where required
- be regularly reviewed and ended as soon as it is safe and appropriate for the pupil to return

The school will work closely with parents, children's social care, the police and other relevant agencies, where appropriate, to support the safety and wellbeing of all pupils.

4.31 **Managed Moves**

A managed move may be considered as an alternative to permanent exclusion where it is in the best interests of the pupil and all parties agree.

Managed moves will:

- only be used as part of a planned intervention to improve outcomes for the pupil
- always be voluntary and agreed by the parents, the receiving school and the admission authority where required
- only take place where it is considered to be in the pupil's best interests
- not be used as a trial placement. Where a temporary placement is required, Off-site Direction will be used instead
- be supported by appropriate information sharing between schools to ensure safeguarding, educational and SEND information is transferred
- include consideration of any Education, Health and Care Plan and involve the local authority where appropriate

- not be used to pressure parents into removing their child from the school or accepting another placement
- not result in a permanent exclusion because a parent refuses to agree to a managed move

5.0 The governing board

5.1 Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the disciplinary subcommittee of the Local Academy Board.

5.2 The disciplinary subcommittee of the Local Academy Board (consisting of 3 governors) 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 pupil (see sections 5 and 6) in certain circumstances.

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

5.4 Monitoring and analysing suspensions and exclusions data

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

5.5 The Local Academy 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
- Pupils removed from roll
- Safeguarding separations
- Off-site direction
- Managed moves
- Equality patterns
- Characteristics of excluded pupils
- Evidence of off-rolling
- Patterns within protected groups.
- 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

- 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 pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

6.0 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.

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

6.2 Where appropriate, the school and local authority will work together to secure education from the first day for looked-after children and children with a social worker.

7.0 Considering the reinstatement of a pupil

The disciplinary subcommittee of the Local Academy 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 which 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

7.1 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 disciplinary subcommittee of the Local Academy Board 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 pupil.

7.2 Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents make representations to the board, the disciplinary subcommittee of the Local Academy Board will consider and decide on the reinstatement of a suspended pupil 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 pupil.

7.3 Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the disciplinary subcommittee of the Local Academy Board 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 disciplinary subcommittee of the Local Academy Board may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

7.4 The following parties will be invited to a meeting of the Local Academy Board and allowed to make representations or share information:

- Parents (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

7.5 Local Academy Board meetings can be held remotely at the request of parents; See section 9 for more details on remote access to meetings.

7.6 The Local Academy 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.

7.7 The disciplinary subcommittee of the Local Academy Board 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)

7.8 In reaching a decision, the disciplinary subcommittee of the Local Academy Board will consider:

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

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

The clerk will be present when the decision is made.

7.9 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.

7.10 The disciplinary subcommittee of the Local Academy Board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

7.11 Where an exclusion is permanent and the disciplinary subcommittee of the Local Academy Board 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' 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)
- 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 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 for this appointment
- Parents should also be advised that if they believe discrimination has occurred under the Equality Act 2010 they may pursue a claim through the First-tier Tribunal (SEND) or County Court as appropriate
- Parents will also be signposted to independent sources of advice and support, including:

- SENDIASS
- Department for Education guidance for parents on suspensions and permanent exclusions.

- That parents must make clear if they wish for an 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

8.0 Independent review

If parents 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.

8.1 Applications for an independent review must be made within 15 school days of notice being given to the parents by the disciplinary subcommittee of the Local Academy Board 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.

8.2 Independent reviews can be held remotely at the request of parents. See section 9 for more details on remote access to meetings.

8.3 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

8.4 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 of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust, or the local academy board, 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 academy trust, school, local academy board, parents 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)

8.5 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.

8.6 Taking into account the pupil's age and understanding, the pupil or their parents 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.

8.7 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.

8.8 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.

8.9 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 pupil's permanent exclusion.

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

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

8.11 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.

8.12 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.

8.13 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.

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

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

8.16 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

9.0 School registers

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

- 15 school days have passed since the parents were notified of the disciplinary subcommittee of the Local Academy Board's decision to not reinstate the pupil 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.

9.2 Where an application for an independent review has been made within 15 school days, the Local Academy Board will wait until that review has concluded before removing a pupil's name from the register.

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

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

10.0 Making a return to the LA

10.1 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 with whom the pupil normally resides.
- At least 1 telephone number at which any parent 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 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(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house.

10.2 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.

11.0 Returning from a suspension

11.1 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.

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

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

12.0 The points below are suggestions and should be adapted to your school's specific circumstances:

- 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 local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the pupil, parents, and staff of potential external support

12.1 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.

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

12.3 Where appropriate, the reintegration strategy will include a review of the pupil's Behaviour Support Plan, SEND Support Plan, Education, Health and Care Plan, risk assessment or pastoral support arrangements. The school will work in partnership with parents, external agencies and the local authority, where appropriate, to reduce the likelihood of further suspensions and to support the pupil's successful return to learning.

12.4 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.

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

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

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

13.0 Remote access to meetings

Parents can request that a Local Academy Board meeting, or independent review panel be held remotely. If the parents don't express a preference, the meeting will be held in person.

13.1 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.

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

13.3 The Local Academy Board and the Academy Trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which 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

13.4 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.

13.5 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

14.0 Monitoring arrangements

The schools will collect data on the following:

- Attendance, permanent exclusions, and suspensions
- Use of pupil referral units, off-site directions, and managed moves
- Anonymous surveys of staff, pupils, governors/directors and other stakeholders on their perceptions and experiences

14.1 The data will be analysed every half term by the Headteachers. The Headteachers will report back to governors.

14.2 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

14.3 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.

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

14.5 This policy will be reviewed by the Head of School Support every 3 years. At every review, the policy will be approved by the trust board.

15.0 Links with other policies

This policy is linked to the schools':

- Behaviour policy
- SEND policy
- SEN information report
- Child Protection and Safeguarding policy
- Anti-bullying policy ***(schools to delete if not a separate policy)***
- Attendance Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy

List any other related policies that your school has here, if applicable.

Appendix 1

Off-Site Direction Workflow & Checklist

Primary Schools – Based on DfE Suspension and Permanent Exclusion Guidance (July 2026)

PURPOSE

- ☐ Off-site direction is a preventative intervention, not a punishment.
- ☐ Used where school-based interventions have not been successful.
- ☐ Aims to improve behaviour and support reintegration while avoiding permanent exclusion.

STAGE 1: PRE-DECISION CHECKLIST

- ☐ Behaviour concerns clearly identified.
- ☐ Appropriate school-based interventions tried.
- ☐ Pastoral support reviewed.
- ☐ Parents/carers involved.
- ☐ SEND needs reviewed.
- ☐ Reasonable adjustments considered.
- ☐ External agency support considered.
- ☐ Pupil views sought and recorded.
- ☐ Evidence that off-site direction is in the pupil's best interests.

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STAGE 2: PLANNING THE PLACEMENT

- ☐ Receiving school/AP identified.
- ☐ Start date agreed.
- ☐ Proposed end date agreed.
- ☐ Placement is time-limited.
- ☐ Clear, measurable behaviour objectives agreed.

STAGE 3: INFORMATION SHARING

- ☐ Safeguarding information shared appropriately.
- ☐ Current risk assessment shared.
- ☐ Behaviour records shared.
- ☐ Attendance information shared.
- ☐ Academic data shared.
- ☐ SEND information shared.
- ☐ Successful strategies shared.
- ☐ Social worker/VSH informed where applicable.

STAGE 4: GOVERNING BOARD REQUIREMENTS

- ☐ Placement approved.
- ☐ Objectives approved.
- ☐ Review schedule established.
- ☐ Monitoring arrangements agreed.
- ☐ Minutes retained.

STAGE 5: FORMAL WRITTEN NOTIFICATION

- ☐ Parents notified in writing.
- ☐ Placement address provided.
- ☐ Start date and duration provided.
- ☐ Reasons and objectives provided.
- ☐ Timetable and review arrangements provided.
- ☐ Local Authority informed if EHCP.

STAGE 6: ATTENDANCE & SAFEGUARDING

- ☐ Pupil remains on original roll.
- ☐ Attendance recorded correctly (Code D where applicable).
- ☐ Attendance monitored.
- ☐ Safeguarding responsibilities allocated.

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STAGE 7: REVIEW PROCESS

- ☐ Review attendance, behaviour, engagement and progress against objectives.
- ☐ Record pupil and parent voice.
- ☐ Record decisions in writing.

STAGE 8: REINTEGRATION PLANNING

- ☐ Hold reintegration meeting.
- ☐ Allocate key adult.
- ☐ Agree behaviour targets.
- ☐ Review SEND support.
- ☐ Plan continued support and monitoring.

HEADTEACHER COMPLIANCE CHECK

- ☐ Used to improve future behaviour, not as a punishment.
- ☐ Temporary and time-limited.
- ☐ Prior interventions evidenced.
- ☐ SEND and Equality Act duties considered.
- ☐ Safeguarding risks assessed.
- ☐ Parental notification issued.
- ☐ Review arrangements in place.
- ☐ Reintegration planned from the outset.

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Appendix 1: independent review panel training

The academy trust 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 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.