



Suspensions and Exclusions Policy

Approved by	Helen Abell, CEO		
Date	September 2026	Next review due	August 2027

Summary of Changes

Version	Date	Summary of Changes	Approved By
	September 2026	This policy has been updated to reflect the changes introduced in the Department for Education's <i>Suspensions and Permanent Exclusions</i> guidance, published in July 2026.	CEO, on behalf of the Board of Directors

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The Park Federation Academy Trust Suspensions and Permanent Exclusion Policy

This is the Suspensions and Exclusion Policy for all academies in The Park Federation.

It is the policy of The Park Federation to try to deal with all behavioural issues in an active, supportive and positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of suspension and permanent exclusion. (See each academy's Behaviour Policy).

1. Aims

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

Our academies 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

A note on off-rolling

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

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

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or formally recording the event.

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

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

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

2. Legislation and statutory guidance

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

It is based on the following legislation, which outlines schools' powers to suspend and permanently 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](#) and as modified and amended by [The Education \(Educational Provision for Improving Behaviour\) \(Application to Academies and Pupil Referral Units and Minor Amendments\) Regulations 2026](#).

[The Equality Act 2010](#)

[Children and Families Act 2014](#)

The [Inspection information for state-funded schools](#), which defines 'off-rolling'

This policy complies with our funding agreement and articles of association, and with statutory regulations applying to academies in relation to exclusions and off-site direction.

3. Definitions:

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

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school admission register.

Off-site direction – when a Governing Body of a maintained school / Academy requires a pupil to attend another education setting temporarily, to improve their behaviour.

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

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Managed moves cannot be used on a trial basis.

Cancelled exclusion – an exclusion that has been cancelled before the governing board has met to consider whether the pupil should be reinstated.

Separation for safeguarding purposes – when a pupil is temporarily forbidden from attending school premises for safeguarding reasons (not disciplinary grounds), such as when pupils need to be physically

separated following an allegation of harm.

The Park Federation recognises its statutory duty to not discriminate against pupils based on protected characteristics, such as disability or race and that particular consideration is provided to the fair treatment of pupils from groups who are vulnerable to exclusion. Where an academy in The Park Federation has concerns about a pupil's behaviour, it will try to identify whether there are any causal factors and intervene early to reduce the need for a subsequent suspension. In this situation, the academy would consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.

1) Suspension and permanent exclusion is a sanction used by the Federation only in cases deemed as serious breaches of each Federation academy's Behaviour Policies. A pupil may be at risk of suspension from a Federation academy for (examples):

- Verbal or physical assault of a pupil or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Use, or threat of use, of an offensive weapon
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions inside or outside of the academy.

4. Roles and Responsibilities

4.1 The Principal

Deciding whether to suspend or exclude

Only the Principal, or acting Principal, 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 Principal will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the Principal 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 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 Principal will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Allow the pupil to give their version of events considering these in light of their age and

- understanding, unless it would not be appropriate to do so
- Consider whether the pupil has special educational needs (SEN) -
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC) or a previously looked after child)
- Consider whether all alternative solutions have been explored, such as:
 - For suspensions, detentions or other sanctions provided for in the behaviour policy
 - For exclusions, off-site direction (for temporary placements) or managed moves (which are permanent and not used as trial placements)

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/carers (unless this would create a safeguarding risk)
- For looked after children: the virtual school head (VSH)

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

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

The Principal 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.

If it is decided that a managed move is in the pupil's best interests, the original school and new school will work together to make sure that any personal education plan (PEP) that the pupil 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 pupil 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 pupil's SEN or disability.

Where a pupil 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 pupil.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil, or if a pupil 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 Principal may decide to temporarily prevent a pupil 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 pupils to ensure safety, and
- There is no reasonable alternative that would allow all pupils 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 a pupil is temporarily forbidden from attending the school premises for safeguarding reasons, the local authority must arrange education for the pupil, unless the school itself or the pupil's parents/carers choose to do so.

Where this measure is used, the school will:

- Inform parents/carers without delay, including the reasons for the decision
- Notify the governing board without delay
- Notify the local authority that the pupil has been temporarily forbidden from attending for safeguarding reasons and that education provision needs to be arranged (unless the school or parents/carers are arranging this)
- Provide work for the pupil to complete at home, or work with the LA to ensure suitable education is arranged
- Support the pupil's reintegration, as soon as it is safe to do so
- Review the arrangement regularly to ensure it remains necessary and proportionate

The school will ensure that any use of this measure:

- Is rare and only used when separation cannot practicably be achieved on-site
- Complies with duties under the Human Rights Act 1998 and the Equality Act 2010
- Is undertaken with the DSL taking a lead role, supported by other agencies as required
- Considers the best interests of all pupils involved
- Is reviewed regularly with clear timescales for when the pupil can return

2) A suspension from a Federation Academy can only be authorised by the Principal or one of the senior leaders (Deputy or Vice Principal) acting on behalf of the Principal. If the decision was being made by a senior leader, he or she must try to contact the Principal, Chief Education Officer or Chief Executive Officer to discuss. However, if this was not possible, the Deputy or Vice Principal would have the authority to use this sanction. The local authority would be notified in all cases.

3) In the case of a Permanent Exclusion this can only be authorised by the Principal after full consultation with and guidance from the Federation's Chief Executive Officer. Moreover, if there is the intention to permanently exclude, the Chair of the Academy Council and the Chair of the Federation's Board of Directors must be consulted. It is crucial to state that all reasonable efforts would be taken to avoid a permanent exclusion, including the possibility of a managed move to another school. If a permanent exclusion or a managed move was being considered for a child with an Educational Health and Care Plan or a Looked After Child, the Local Authority would be consulted. The local authority would be notified in all cases.

4) The Federation seeks to reduce the number of incidents leading to suspensions and exclusions by promoting a positive atmosphere of mutual respect and discipline within its academies.

5) The Federation regularly monitors the number of suspensions and exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Suspensions

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, Principal 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.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. Where a pupil of compulsory school age is suspended for more than five school days, suitable full-time education must be arranged to begin no later than the sixth school day. Consecutive suspensions are treated as a cumulative period for this purpose.

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

Pupils will still receive their education within the first five days of a suspension. Principals will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This would use online pathways such as Google Classroom or Oak National Academy. The academy's legal duties to pupils with disabilities or special educational needs would remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways would always be recorded as a suspension.

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.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the academy's premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Principal's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether an Academy Council meeting: see appendix 2 is triggered (15 days plus in a term).

Informing parents/carers

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

If the Principal decides to suspend or exclude a pupil, the parents/carers/pupil will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents the same day.

The Principal also without delay will provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
- the length of the suspension or, for a permanent exclusion, the fact that it is permanent;
- Information about the parents/carers' right to make representations about the suspension to the Academy Council (governing body) and how the pupil may be involved in this;
- how any representations should be made;
- where there is a legal requirement for the Academy Council (local governing body) to consider the reinstatement of a pupil (see appendix 2), and that parents/carers have a right to attend a meeting, to be represented at that meeting (at their own expense) and bring a friend.
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

Where a suspended pupil is of compulsory school age, the Principal will also notify the pupil's parents/carers of their legal requirement to ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of a suspension (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged to improve behaviour, the written notification will include:

- The start date for any provision of full-time education that has been arranged
- The address at which the provision will take place
- The name of the person the pupil should report to on arrival
- The duration of the placement
- The reasons for, and objectives of, the placement
- The start and finish times of any such provision
- Where 2 sessions per day are provided:
 - What time the morning sessions starts
 - What time the afternoon session ends
 - What time the break between them starts and ends
- Where a single session per day is provided:
 - What time the session starts and ends

If the Principal 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.

Informing the Academy Council

The Principal will, without delay, notify the Academy Council of:

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

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

In addition, the Principal will inform the Academy Council once per term of any other suspensions that have not previously been notified to it.

Informing the local authority (LA)

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

The notification will include:

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

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

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

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

If a:

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

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

Where a looked-after child is at risk of suspension or permanent exclusion, the school will consider:

- How effectively the current personal education plan (PEP) is being implemented, and
- Whether an interim review of the PEP needs to take place
- How the school is using Pupil Premium Plus

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

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

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Principal 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, governing 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 governing board's duty to hold a meeting and consider reinstatement ceases
Parents/carers will be offered the opportunity to meet with the Principal to discuss the cancellation, which will be arranged without delay
The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

4.2 The Academy Council

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions can be delegated to a designated committee within the Academy Council. This would be the 'Discipline Committee' and would be made up of three governors. The Discipline Committee has a duty to consider parents'/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

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

Monitoring and analysing suspensions and exclusions data

The governing 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. The governing board will:

- Closely scrutinise patterns of all pupil 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 board will consider:

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

Performance data and benchmarking:

Governors will hold leaders to account and make informed decisions. To enable them to do so, they'll make use of performance data in the following areas:

- Pupil numbers, attendance and exclusions
- Attainment and progress

- Curriculum planning and class sizes
- Financial management and governance
- Quality assurance
- Safeguarding and wellbeing
- The school community, including staff, pupils, parents/carers and the governing board

4.3 The local authority (LA)

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

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

5. Considering the reinstatement of a pupil

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

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

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the Academy Council/Discipline Committee must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers and it cannot direct the Principal to reinstate the pupil.

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

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

The following parties will be invited to a meeting of the Academy Council/Discipline Committee and allowed to make representations or share information:

- Parents/carers, (and, where requested, a representative or friend, and where appropriate, more than 1, subject to reasonable limits set by the governing board)
- 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 Principal
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

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

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The Academy Council/Discipline Committee can either:

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

- In reaching a decision, the Academy Council/Discipline Committee will consider:
 - Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
 - Whether the Principal followed their legal duties
 - The welfare and safeguarding of the pupil and their peers
 - Any evidence that was presented to the governing board

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

The clerk/governance professional will be present when the decision is made.

Minutes will be taken of the meeting and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record and copies of relevant papers will be kept with this record.

the Academy Council/Discipline Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

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

Where an exclusion is permanent and the the Academy Council/Discipline Committee has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents'/carers right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. Independent review

If parents/carers apply for an independent review within the legal timeframe, the academy trust will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

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

timeframe will be rejected.

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

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 Principal 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 Principals during this time
- Principals or individuals who have been a Principal within the last 5 years
- A person may not serve as a member of a review panel if they:
 - Are a member or trustee of the academy trust of the excluding school
 - Are the Principal of the excluding school, or have held this position in the last 5 years
 - Are an employee of the academy trust, or the governing board, of the excluding school (unless they are employed as a Principal at another school)
- Have, or at any time have had, any connection with the academy trust, school, governing board, parents/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years.
- The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

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

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

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

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

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed based on the relevant principles)

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

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

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

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

casting vote.

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

This notification will include:

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

7. School Registers

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

15 school days have passed since the parents/carers were notified of the Academy Council/Discipline Committee's decision to not reinstate the pupil, and no application has been made for an independent review panel, or

The parents/carers have stated in writing that they will not be applying for an independent review panel

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

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the pupil being registered at any other school) has been made for an excluded pupil and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another school or educational establishment, code D (dual registration) will be used.

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

A pupil will be registered at 1 school only. Where a managed move is agreed, the pupil's name will be removed from the admission register when the move becomes permanent. Where a pupil attends off-site provision, the original school retains responsibility for the pupil's registration unless and until a permanent move is agreed.

Making a return to the LA

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

- The pupil's full name and address
- The full name and address of any parent/carers with whom the pupil normally resides
- At least 1 telephone number at which any parent/carers with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent/carers the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

8. Off-Site Direction

Off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. The governing board is responsible for arranging off-site direction under the law.

When off-site direction may be used

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction may be used to arrange time-limited placements at an alternative provision or another mainstream school.

Off-site direction:

- May only be used as a way to improve future behaviour, not as a sanction or punishment for past misconduct
- Should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate
- Should only be used to arrange a temporary stay in alternative provision

Planning and arranging off-site direction

Before making an off-site direction, the school will:

- Ensure the pupil's views are sought and considered, taking into account their age and understanding
- Be able to evidence that appropriate initial intervention has been carried out, including where relevant, multi-agency support or any statutory assessments
- Share relevant information with the receiving setting and the local authority, including:
 - Data on prior and current attainment
 - Academic potential
 - A current risk assessment
 - Advice on effective ongoing risk management and/or other pupil support strategies

The nature of the intervention, its objectives, and the timeline to achieve these objectives will be clearly defined and agreed with the alternative provision upfront.

Depending on the individual needs and circumstances of the pupil, off-site direction can be:

- Full-time, or
- A combination of part-time support in alternative provision and continued mainstream education

A proposed maximum period of time will be discussed and agreed upon as part of the planning phase for an off-site direction.

Notification requirements

The governing board must ensure that parents/carers (and the local authority if the pupil has an EHC plan) are notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day.

This notice must include:

- The address at which the educational provision is to be provided for the pupil
- The person to whom the pupil should report to on first attending that address
- The number of days for which the requirement is to be imposed
- The reasons for, and objectives of, imposing the requirement
- In relation to the educational provision:
 - Where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and

- ends, or
- Where a single session per day is provided, the times at which the session commences and ends

Review meetings

The governing board must keep the placement under review for as long as the requirement remains in effect and must hold review meetings at such intervals as they consider appropriate, having regard to the needs of the pupil.

Parents/carers (and, where the pupil has an EHC plan, the local authority) can request, in writing, that the governing board hold a review meeting. When this happens, the governing board must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.

Not later than six days before the date of any review meeting, the governing board must give a written invitation to parents/carers (and the local authority if the pupil has an EHC plan) to:

- Attend the review meeting, or
- Submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect

The governing board must ensure, insofar as is practicable, that any review meeting is convened on a date and at a time that is suitable for the parents/carers.

Following each review meeting, the governing board must decide:

- Whether the requirement should continue to have effect, and
- If so, for what period of time

The governing board must give written notification of their decision, including the reasons for it, to the parents/carers no later than six days after the date of the review meeting.

When deciding whether the off-site direction should continue to have effect, and if so for what period of time, the governing board must take into account the views of any persons who have:

- Attended the review meeting, or
- Submitted their views in writing

These persons include:

- The parents/carers (or the pupil if they are aged 18 or over)
- The provider of the educational provision
- The Principal of the school
- A representative of the governing board
- Where the pupil has an Education, Health and Care (EHC) plan, a representative of the local authority maintaining the plan
- Where the pupil has a social worker, the social worker
- Where the pupil is looked after, the Virtual School Head

The governing board will ensure that all relevant parties are invited to submit their views in writing if they cannot attend the review meeting, and that these views are given due consideration when making decisions about whether to continue the off-site direction.

Recording attendance

During the off-site direction to another school, a pupil must be recorded in the attendance register using code D (dual registration). This code indicates that the pupil is absent with leave to attend the other school at which they are registered.

Reintegration planning

To support a pupil with reintegration into school, the focus of intervention whilst off-site will remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed.

If a pupil with a disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

The length of time a pupil spends in another mainstream school or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour.

As part of planning, alternative options will be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time-limited placement.

9. Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently.

Managed moves:

- Must be voluntary and agreed with all parties involved (including the parents/carers and the admission authority of the new school)
- Should only occur when it is in the pupil's best interests
- Are permanent moves, not trial placements
- Cannot be used on a trial basis

The law does not allow for 'trial admissions' or 'trial managed moves'. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used instead.

When managed moves may be considered

Managed moves should only be offered as part of a planned intervention. Prior to any managed move, the school must be able to evidence that:

- Appropriate initial intervention has been carried out
- Where relevant, multi-agency support or any statutory assessments have been undertaken
- The managed move is in the pupil's best interests

Managed moves will not be offered as part of a planned intervention. The original academy should be able to provide evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

Information sharing requirements

The school will ensure that the managed move has been preceded by all relevant information sharing between the original school, the new school and local authority as appropriate, including:

- Data on prior and current attainment
- Academic potential
- A current risk assessment
- Advice on effective ongoing risk management and/or other pupil support strategies

Pupils with SEN needs

Schools must use their 'best endeavours' to ensure the 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.

Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. 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 the suitability of provision for a pupil's SEN or disability.

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.

Pupils with EHC plans

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 prior to making the decision to suspend or permanently exclude.

Where a pupil has an EHC plan, if the school is contemplating a managed move, it will contact the local authority prior to the managed move.

If the local authority, both schools and parents/carers are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending the plan.

Pupils with social workers and looked-after children

For children with a social worker, education is an important protective factor, providing a safe space for children to receive support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. Principals should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both of these aspects into account.

Where a pupil has a social worker, e.g. because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the Principal should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

Where a pupil has a social worker, and the school is contemplating a managed move, the social worker will be notified as well as the DSL and (unless this would lead to safeguarding risks) the pupil's parents/carers.

For looked-after children, the relevant authority's VSH will also be notified of the proposed managed move. All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. This 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. Monitoring of PEPs can be an effective way for VSHs to check on this.

If agreed by all relevant parties that a managed move is in the best interests of the pupil, then the original and the new school will ensure any PEP is appropriately reviewed and amended to take account of the managed move.

When considering what additional assessment and support is needed, consideration must be given to:

- How effectively the current Personal Education Plan (PEP) is being implemented

- Whether an interim PEP review needs to be called
- How the school is using Pupil Premium Plus to support the child

The school will work with the VSH to arrange an interim PEP review where concerns about behaviour indicate that the current plan may not be meeting the child's needs effectively. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

Registration requirements

Once a pupil undergoes a managed move, the pupil moves permanently from the original school to the new school, and the pupil's name will be deleted from the original school's admission register and added to the admission register of the new school.

The pupil will be registered at one school only.

Parental rights

A pupil must not be permanently excluded because of their parents' refusal to agree a managed move. It is unlawful to exclude a pupil for a non-disciplinary reason.

If parents/carers believe that they are being pressured into a managed move or are unhappy with a proposed managed move, they can take up the issue through the school's formal complaints procedure with the governing board.

Compliance with admissions requirements

Any move from one school to another must comply with the statutory School Admissions Code (unless the pupil has an Education, Health and Care (EHC) plan) as well as The School Attendance (Pupil Registration) (England) Regulations 2024.

Where an in-year application is made, including where it is part of a managed move, the admission authority must allocate a place in accordance with its oversubscription criteria. This means a pupil undergoing a managed move must not be admitted ahead of pupils on a waiting list, where the school is operating one, unless the child meets the school's published oversubscription criteria more closely than those already on the list. The usual admissions process must be followed, including any in-year application requirements.

10. Returning from a suspension, off-site direction or separation for safeguarding purposes

Following suspension, period of off-site direction, separation for safeguarding purposes, 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.

The academy will support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. A reintegration strategy will offer the pupil a fresh start; help the pupil to understand the impact of their behaviour on themselves and others; teach the pupils how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. The school will explain the strategy to the pupil and parents/carers in age-appropriate language, discuss and agree targets with the pupil. Identify any support the pupil will receive (both in school and externally). Make clear that the pupil is valued and welcome back.

Where possible this meeting should include the pupil's parents. It is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties. Given the primary age of our pupils, reintegration meetings will be conducted in an age-appropriate manner, with consideration given to the child's level of understanding and any additional needs they may have.

A part-time timetable will not be used to manage a pupil's behaviour and if in place, only be in place for the shortest time necessary. A pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full-time, either at the academy or alternative provision. There will be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, an academy has agreed to a pupil being absent for part of the week or day and therefore must treat absence as authorised.

A suspension cannot be 'converted' into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

11. Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend the academy (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the academy's behaviour policy; and
- where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, principals will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will be considered.

The Principal may cancel any exclusion that has already begun, or one that has not yet begun, but only where the Academy Council has not yet met to consider whether the pupil should be reinstated.

- The Principal will notify the parents, the Academy Council, the local authority and, where applicable, the pupil's social worker and Virtual School Head (VSH), without delay. The notification will include the reason for the cancellation;
- the Academy Council's duty to consider reinstatement will cease and there will be no requirement to hold a meeting to consider reinstatement;
- parents will be offered the opportunity to meet with the Principal, without delay, to discuss the circumstances that led to the exclusion being cancelled;
- the pupil will be allowed to return to the academy without delay;
- any days spent out of the academy as a result of the exclusion before it was cancelled will count towards the maximum of 45 school days permitted in any school year; and
- academies will report to the Academy Council once per term on the number of exclusions which have been cancelled, including the circumstances and reasons for cancellation, to enable the Academy Council to have appropriate oversight.

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.

Principals will consider the following, when setting a clear process for exclusions:

- adopting a reliable method for monitoring the 45 day suspension rule, including suspensions received from other schools;
- ensuring there is a formal process for informing parents, social worker (where relevant), academy council and local authority, clearly setting out all reasons for the exclusion;
- providing up-to-date links to sources of impartial advice for parents;
- reintegrating suspended or permanently excluded pupils and supporting pupils' future behaviour;
- ensuring a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days

12. Gaming and Off-Rolling

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

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent to remove their child from the school roll, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

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

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

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

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

Telling or forcing a pupil to leave the academy, or not allowing them to attend, is a suspension (if temporary) or permanent exclusion (if permanent). Whenever a pupil is made to leave the academy, or forbidden from attending, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to relevant parts of this guidance.

The Park Federation will not off-roll. An Academy will not exercise undue influence over a parent to remove their child from the academy under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or to find another academy place. If a parent feels pressured into electively home educating their child or that the suspension or permanent exclusion procedures have not been followed, they should follow the academy's complaints procedure.

13. Remote Access to Meetings

Parents/carers can request that a governing board meeting or independent review panel be held

remotely. If the parents/carers don't express a preference, the meeting will be held in person.

Requests for remote meetings may be refused where, following a risk assessment, it is considered that a remote format would not allow the meeting to be conducted fairly, transparently, or with full participation due to safeguarding reasons.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely. Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board will make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology that will allow them to hear, speak, see and be seen
- All the participants will be able to participate fully
- The remote meeting can be held fairly and transparently

Social workers and VSH participation

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.

Technical issues

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

Then the meeting must be rearranged to take place in person without delay, despite the parents'/carers' request for a remote meeting.

- The governing board or arranging authority (for Independent Review Panels) will:
- Make reasonable efforts to resolve technical issues as they arise
- Assess whether the technical difficulties are preventing fair participation
- Make the decision to adjourn and rearrange in person if issues cannot be resolved
- Notify all parties without delay of the new in-person meeting arrangements
- Ensure the rearranged meeting takes place within the statutory timeframes where possible

Making a request

Parents/carers wishing to request a remote meeting should make this request in writing to the Clerk to the Governing Board, using the contact details provided in the exclusion notification letter. The request should be made as soon as possible after receiving notification of the meeting. The governing board will respond to the request within 3 working days, confirming whether the request has been approved and providing details of how to access the remote meeting if approved.

14. Monitoring Arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of off-site directions and managed moves
- Any instances of separation for safeguarding purposes
- Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences

The data will be analysed termly by the Principal and senior leadership team.

The Principal will report to the governing board termly on:

- The number and reasons for suspensions and permanent exclusions

- The characteristics of suspended and permanently excluded pupils
- Any use of off-site direction, including duration, outcomes and costs
- Any managed moves, including reasons and outcomes
- Any instances of separation for safeguarding purposes
- Patterns and trends in the data
- Actions taken to address any concerns
- The effectiveness of reintegration strategies

Data analysis perspectives

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

- At school level
- By age group (given our primary setting, this will include analysis by key stage and year group)
- By time of day/week/term
- By protected characteristic (including SEND, looked-after children, pupils with social workers, ethnicity, and gender)

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

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

The governing board will use challenge to school leadership to understand pupil movements and identify any emerging patterns that may require further scrutiny or action.

The governing board will:

- Carefully consider the levels and characteristics of pupils leaving the school, whether through permanent exclusion, removal from the admission register, off-site direction, managed moves, or any other form of pupil movement
- Ensure that such actions are taken only when necessary, as a last resort
- Review data on the separation of pupils for safeguarding purposes, where this approach is used
- Challenge the school's leadership team to understand these movements and identify any emerging patterns

When reviewing data, the governing board will specifically consider:

- Whether there are any patterns in the timing of moves and permanent exclusions
- Whether any particular groups of pupils are disproportionately affected
- The cost implications of directing pupils off-site to alternative provision
- Whether policies and support strategies are working effectively
- Whether the school's approach to behaviour management is being implemented consistently and effectively

Monitoring and Review

1) The impact of this policy will be reviewed by the Academy Council in each academy and by the Chief Executive Officer on behalf of the Federation's Board of Directors.

2) The Principal will provide the Academy Council with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy
- SEND policy and SEN information report
- Safeguarding and child protection policy
- Anti-bullying policy
- Attendance policy
- Equality information and objectives
- Use of reasonable force policy (if applicable)
- Searching, screening and confiscation policy (if applicable)

This policy should be read in conjunction with the DfE guidance:

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
- Behaviour in Schools
- Keeping Children Safe in Education
- Working together to improve school attendance
- Mental health and behaviour in schools
- SEND Code of Practice: 0 to 25 years
- Arranging alternative provision: a guide for local authorities and schools

Appendix 1

Taken directly from July 2026 Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement.

Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following an Governing Body review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

Schools have a statutory duty to make arrangements for safeguarding and promoting the welfare of their pupils. As part of this duty, schools are required to have regard to guidance issued by the Secretary of State. All schools must have regard to Keeping Children Safe in Education

Furthermore, schools have a statutory duty to co-operate with safeguarding partners once designated as relevant agencies. Equally, safeguarding partners are expected to name schools as relevant agencies and engage with them in a meaningful way. Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Section 5 of Keeping Children Safe in Education sets out the safeguarding process for cases of reports that relate to rape or assault by penetration and those that lead to a conviction or caution: "When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis." As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools should follow general safeguarding principles as found in Keeping Children Safe in Education.

In certain circumstances, the school can temporarily forbid a pupil from attending its premises for safeguarding reasons (such as an allegation of harm by one pupil against another which might require physically separating pupils). This is not an exclusion on disciplinary grounds.

When this measure is used:

- Parents/carers will be informed of the reason why the pupil has been temporarily forbidden from attending without delay
- The decision will be made in conjunction with the designated safeguarding lead (or a deputy)
- The governing board will be notified without delay
- This will only be used for rare circumstances and only when separating pupils is

essential and cannot practicably be done in a way that lets one or more pupils remain on school premises

In physically separating a pupil from one or more other pupils, the school will specifically consider its duties under:

- The Human Rights Act 1998
- The Equality Act 2010
- The Keeping children safe in education guidance

The public law principles of acting reasonably, rationally and in a procedurally fair manner will also be followed.

The school has a pivotal role to play in multi-agency safeguarding arrangements. Safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children.

Working Together to Safeguard Children is very clear that all schools (including those in multi-academy trusts) in the local area should be fully engaged, involved, and included in safeguarding arrangements.

Appendix 2

A summary of the Academy Council's duties to review the Principal's exclusion decision

1. Is It a Permanent Exclusion?

If the answer is yes, the Academy Council must convene a meeting to consider reinstatement within 15 school days of receiving notice of the permanent exclusion.

If the answer is no, go to step 2.

2. Is it a suspension that alone, or in conjunction with previous suspensions, will take the pupil's total number of days out of school above 15 for a term?

If the answer is yes, the Academy Council must convene a meeting to consider reinstatement within 15 school days of receiving notice of the suspension.

If the answer is no, go to step 3.

3. Is it a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test?

If the answer is yes, the Academy Council must convene a meeting to consider reinstatement within 15 school days of receiving notice of the suspension or permanent exclusion

The Academy Council must also take reasonable steps to meet before the date of the examination. If this is not practical, the chair of governors may consider the pupil's reinstatement alone.

If the answer is no, go to step 4.

4. Will the Suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

If the answer is yes, go to step 5.

If the answer is no, the Academy Council must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

5. Have the pupil's parents requested an Academy Council meeting?

If the answer is yes, the Academy Council must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

The Academy Council is not required to consider the suspension and does not have the power to decide to reinstate the pupil.

The Academy Council may delegate its functions to consider an exclusion to a designated committee.

The ability for a chair to review in the case of public exams refers only to maintained schools.

