

Fiveways School


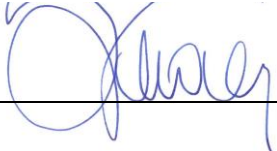
# Suspension and Permanent Exclusion Policy and Procedure



## Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	November 2023	Swavek Nowakiewicz	November 2024

## Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Malcolm Gulliver		23.11.23
Head Teacher	Swavek Nowakiewicz		23.11.23

## Contents

1. Aims .....	2
2. Legislation and statutory guidance.....	3
3. Definitions.....	3
4. Roles and responsibilities .....	5
5. Considering the reinstatement of a pupil.....	10
6. Independent review .....	12
7. School registers .....	14
8. Returning from a suspension .....	15
9. Remote access to meetings .....	16
10. Monitoring arrangements.....	16
11. Links with other policies .....	17
Appendix 1: independent review panel training.....	18
Appendix 2: Letters to immediately notify parents/carers of suspension or exclusion .....	16
Appendix 3: Letter to give parents additional information by the end of the first day of the exclusion .....	16
Appendix 4: Letter to notify parents/carers of cancellation of suspension or exclusion .....	16

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## 1. Aims

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

Our school aims 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 roll without a formal, permanent exclusion, or

- Encourage a parent to remove their child from the school roll, or
- Encourage a sixth-form student not to continue with their course of study,
- 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'.

## 2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'

## 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 roll. This is sometimes referred to as an 'exclusion'.

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

Parent – 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 and the admission authority for the new school, should consent before a managed move occurs.

## **7. Why would a pupil be suspended/excluded?**

A decision to exclude a pupil permanently should only be used as a last resort and taken:

- In response to serious or persistent breaches of the school's behaviour policy;
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

## **8. Suspension/Exclusion of a child who has Special Educational Needs**

There are certain factors that should be taken into consideration for children who display disruptive behaviour that is as a result of their Special Educational Need (SEN).

- Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.
- Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.
- The Headteacher should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour.
- The Headteacher must take account of their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEN Code of Practice.
- Where a school has concerns about the behaviour, or risk of suspension/exclusion, of a child with additional needs, a pupil with Education, Care and Health Plan (EHCP) or child looked after (CLA) , it should in partnership with others (including the Local Authority as necessary) consider what additional support or alternative placement may be required.

The decision to suspend/exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty under the Equality Act 2010 not to discriminate against pupils on the basis of protected characteristics, such as disability.

Under the Children and Families Act 2014, governing boards of relevant settings 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.

## 4. Roles and responsibilities

### 4.1 The Headteacher

#### Deciding whether to suspend or exclude

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

A decision to suspend 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 the pupil special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (CLA))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

Where possible 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.

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 Headteacher will not reach their decision until they have heard from the pupil (if possible) and will inform the pupil of how their views were taken into account when making the decision.

#### Informing parents (or the pupil where they are 18 or older)

If a pupil is at risk of suspension or exclusion the Headteacher will inform the parents/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 Headteacher decides to suspend or exclude a pupil, the parents/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.

The parents/pupil 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'/pupil's right to make representations about the suspension or permanent exclusion to The governing body 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 body to hold a meeting to consider the reinstatement of a pupil, and that parents/the pupil have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/the pupil have the right to request that the meetings be held remotely, and how and to whom they should make this request
- If the pupil is of compulsory school age, the Headteacher 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
- If alternative provision is being arranged, the following information will be included, if possible:
- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the Headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

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

### **Informing The governing body**

The Headteacher will, without delay, notify the governing body 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

### **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. Please follow the link

<https://service.somerset.gov.uk/notify-us-of-an-exclusion>

The notification will include:

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

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

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

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

If a:

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

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.

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)

The social worker/VSH will be invited to any meeting of the governing body about the suspension or permanent exclusion. This is so they can provide advice on how the 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.

### **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 (or the pupil if they are 18 or older), 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 (or the pupil if they are 18 or older) 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

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

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

### **Providing education during the first 5 days of a suspension or 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. If appropriate, online pathways may be used for this. Since 100% of Fiveways School pupils have a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is 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, where possible, the use of online pathways.

## **4.2 The governing board**



## **Considering suspensions and permanent exclusions**

Responsibilities regarding suspensions and permanent exclusions are delegated to Governing Body consisting of at least 3 governors.

The governing body has a duty to consider parents'/the pupil's (if they are 18 or older) 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.

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

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

The governing body 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.

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

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

The governing body will 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
- 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 placement 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

## **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 arrange suitable full-time education to begin from the first day of the exclusion.

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

The governing body 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

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 governing body must consider any representations made by parents/the pupil (if they are 18 or older). However, it is not required to arrange a meeting with parents/the pupil and it cannot direct the Headteacher to reinstate the pupil.

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

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the governing body 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 chair of The governing body (or the vice-chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

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

- Parents, or the pupil if they are 18 or older (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
- A representative of the local authority

Governing board meetings can be held remotely at the request of parents, or pupils if they are 18 or older. See section 9 for more details on remote access to meetings.

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

The governing body 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 governing body 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 governing 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.

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

- The parents, or the pupil if they are 18 or older
- 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

Where an exclusion is permanent and the governing body 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'/the pupil's (if they are 18 or older) 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 LA 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
- 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

## 6. Independent review

If parents/the pupil (if they are 18 or older) apply for an independent review within the legal timeframe, the LA will, at their own expense, arrange for an independent panel to review the decision of the governing body 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/pupil by the governing body 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/pupils. See section 9 for more details on remote access to meetings.

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

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the LA of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the LA, or the governing 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 LA, school, governing body, 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)

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 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 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.

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

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

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

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

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

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

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

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if The governing body does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed The governing body 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/pupil (if they are 18 or older) were notified of the governing body decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents/pupil have stated in writing that they will not be applying for an independent review panel
- Where an application for an independent review has been made within 15 school days, The governing body 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 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.

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

### **Making a return to the LA**

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

- The pupil's full name
- The full name and address of any parent 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

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

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

### **8.1 Reintegration strategy**

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

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

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

The points below are suggestions only 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 such as SENco or PFSA
- Mentoring by a trusted adult or a 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

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

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

### **8.2 Reintegration meetings**

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

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

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

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.

## **9. Remote access to meetings**

Parents, or pupils if they are 18 or older, can request that a governing body meeting, or independent review panel be held remotely. If the parents/pupil don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

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

The governing body and the LA should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

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

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

## **10. Monitoring arrangements**

The school will collect data on the following:

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

The data will be analysed annually by James Holgate, Assistant Headteacher. James Holgate will report back to the Headteacher and Governors.

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



- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

This policy will be reviewed by Swavek Nowakiewicz, Headteacher every 2 years. At every review, the policy will be approved by the governing body.

## 11. Links with other policies

This policy is linked to our:

- Behaviour policy
- SEND policy
- SEN information report

## 12. Suspension and Permanent Exclusions- data over time

	Suspensions	Permanent Exclusions
2020/2021	0	0
2021/2022	0	0
2022/2023	0	0
2023/2024		
2024/2025		

## **Appendix 1:**

### **Independent review panel training**

The LA must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Headteacher s, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

## Appendix 2:

### Template letters to immediately notify parents/carers of suspension or exclusion

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#### How to use these letters

- Choose which of the 3 letters below applies to the situation you're dealing with
- If it's a:
  - **Permanent exclusion:** use Letter 1
  - **Suspension (previously called a fixed-term exclusion),** and would bring the pupil's total number of school days of exclusion in a term to:
    - **more than 15:** use Letter 1
    - **more than 5 but not more than 15:** use Letter 2
    - **5 or fewer:** use Letter 3
- If it would result in the pupil **missing a public exam or National Curriculum test:** use Letter 1
- Adapt and share the letter with parents/carers **immediately** following a suspension or permanent exclusion – we've highlighted in yellow the text you'll need to adapt or delete as appropriate

#### Letter 1

Dear [insert parent/carer's name],

We're sorry to let you know that we've decided to **suspend/exclude** [insert pupil's name] from our school for **[number of days]/permanently**.

This is because **[insert reason]**.

#### The governing board must consider reinstating your child at school

Our school's governing board must consider reinstating your child at our school within 15 school days of being told about their **suspension/permanent exclusion**.

**If it would result in a pupil missing a public examination or National Curriculum test, add the following sentence:** The governing board must, if reasonably practicable, do this before the date of your child's examination or National Curriculum test.

You have the right to let the governing board know what your views are on the **suspension/permanent exclusion** and to tell them any other information which you think is relevant. This is called 'making a representation'. The board has a duty to consider any representation you make.

You can do this by contacting **[insert contact details of your governing board – for example, an email or postal address]** and letting them know that you'd like to make a representation, along with any other details you feel are relevant at this stage.

We will invite you to a meeting with the governing board/[insert name of relevant subcommittee (if your board has delegated this)] and the headteacher maintained schools and pupil referral units (PRUs) insert: and representative of the local authority.

You have the right to:

- Attend the meeting yourself
- Bring a friend
- Arrange (at your own expense) to be represented at the meeting

Your child can be involved in this process if you both wish. [Insert details about how they can do this, such as by writing to the board and/or attending the meeting].

### **Setting work**

We will set work for your child during their suspension/exclusion and prior to the start of their alternative provision/return to school. [Specify how they can access it – for example, that it will be given to them before they leave school on the day of the suspension/permanent exclusion, or available online, etc.]

If you have any questions about this process, please get in touch with [insert the staff member they should contact, and the relevant contact details].

### **Your duty as a parent**

For pupils of compulsory school age, insert: You have a duty to make sure that your child is not present in any public pCLAE during school hours for the first 5 school days of the exclusion, or until the start date of any alternative provision or the end of the suspension/exclusion, where this is earlier. Failure to comply with this duty without reasonable justification is an offence. You may be given a fixed penalty notice or be prosecuted as a result.

Thank you for your co-operation.

Warm regards,

## Letter 2

Use this if it's a suspension and the pupil would be suspended for **more than 5 but not more than 15 school days in a term**.

Dear [insert parent/carer's name],

We're sorry to let you know that we've decided to suspend [insert pupil's name] from our school for [insert period of suspension].

This is because [insert reason].

### **You can ask the governing board to consider reinstating your child at school**

You have the right to ask the governing board to consider reinstating your child at the school. You can do this by [insert contact details of your governing board – for example, an email or postal address].

If you request this, the board must hold a meeting to consider reinstating your child within 50 school days of being told about their suspension.

If you don't request a meeting, the governing board does not have to consider reinstating your child, but may choose to do so anyway.

### **You can let the governing board know your views**

You have the right to let the board know what your views are on the suspension and to tell them any other information which you think is relevant. This is called 'making a representation'.

You can do this by getting in touch with the board, which you can do by [insert contact details of your governing board – for example, an email or postal address] and letting them know that you'd like to make a representation, along with any other details you feel are relevant at this stage.

We will then invite you to a meeting with the governing board/[insert name of relevant subcommittee (if your board has delegated this)] and the headteacher maintained schools and pupil referral units (PRUs) insert; and a representative of the local authority.

You have the right to:

- Attend the meeting yourself
- Arrange (at your own expense) to be represented at the meeting
- Bring a friend

Your child can be involved in this process if you both wish. [Insert details about how they can do this, such as by writing to the board and/or attending the meeting].

## **Setting work**

We will set work for your child during their suspension period and prior to the start of their alternative provision/their return to school. [Specify how they can access it – for example, that it will be given to them before they leave school on the day of the suspension, or available online, etc.].

If you have any questions about this process, please get in touch with [insert the staff member they should contact, and the relevant contact details].

### **Your duty as a parent**

For pupils of compulsory school age, insert: You have a duty to make sure that your child is not present in any public pCLAE during school hours for the first 5 school days of the suspension period, or until the start date of any alternative provision or the end of the suspension/exclusion, where this is earlier. Failure to comply with this duty without reasonable justification is an offence. You may be given a fixed penalty notice or be prosecuted as a result.

Thank you for your co-operation.

Warm regards,

### Letter 3

Use this if it's a suspension and the pupil would be excluded for **5 or fewer school days in a term**.

Dear [insert parent/carer's name],

We're sorry to let you know that we've decided to suspend [insert pupil's name] from our school for [insert period of suspension].

This is because [insert reason].

### You can let the governing board know your views

You have the right to let the board know what your views are on the suspension and to tell them any other information which you think is relevant. This is called 'making a representation'.

The board has a duty to consider any representation you make. However, it can't direct our school to reinstate your child, and isn't required to meet with you.

You can make a representation by getting in touch with our governing board, which you can do by [insert contact details of your governing board – for example, an email or postal address] and letting them know that you'd like to make a representation, along with any other details you feel are relevant at this stage.

### Setting work

We will set work for your child during their suspension period and prior to the start of their alternative provision/their return to school. [Specify how they can access it – for example, that it will be given to them before they leave school on the day of the suspension, or available online, etc.]

If you have any questions about this process, please get in touch with [insert the staff member they should contact, and the relevant contact details.]

### Your duty as a parent

You have a duty to make sure that your child is not present in any public place during school hours during this suspension period, or until the start date of any alternative provision or the end of the suspension/exclusion, where this is earlier. Failure to comply with this duty without reasonable justification is an offence. You may be given a fixed penalty notice or be prosecuted as a result.

Thank you for your co-operation.

Warm regards,



### Appendix 3:

#### Template letter to give parents additional information by the end of the first day of the exclusion

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##### How to use this letter

- Adapt and share this letter with parents of compulsory school-age pupils following an exclusion **without delay, and by the end of the first day of the suspension/exclusion at the latest**. If you can't do this, you must send it at least 48 hours before the provision is due to start.\*

\* The **only** exception to this is if the alternative provision is going to start before the 6<sup>th</sup> day of an suspension/exclusion. In this case, with parents' consent, you can provide the information with less than 48 hours' notice

- We've highlighted in yellow the text you'll need to adapt or delete as appropriate, depending on the nature of the exclusion

Dear [insert parent/carer's name],

Further to my notice about your child's [suspension/permanent exclusion], I'm writing to provide you with some more information.

Please remember that, by law, you must make sure your child is not present in a public pCLAE during school hours without reasonable justification from [insert dates – this should be the first 5 school days of the suspension/exclusion, or until the start date of any alternative provision or the end of the suspension/exclusion, where this is earlier].

If you fail to do this, you may be:

- Given a fixed-penalty notice
- Prosecuted

If alternative provision is being arranged, add:

We/the local authority will be arranging alternative provision of full-time education for your child, starting from [insert date, which must be no later than the 6<sup>th</sup> school day of the suspension/permanent exclusion]

It will take pCLAE at [insert address], starting and finishing at [insert times, including the times of morning and afternoon sessions where relevant].

On their first day at this provision, your child should report to [insert name of person they should report to, including information to help them identify this person on their first day].

For suspensions where the pupil will return to school, add:

We would like to invite you and [pupil name] to a meeting at the end of this period to discuss [their] return to class. We will use this opportunity to explain how the school will support your child to reintegrate into school and work together to agree a behavior plan going forward. [Insert details of this meeting, including the time and pCLAE, or details of how the parent should get in touch to arrange the meeting].

If you have any questions about this process, please get in touch with [insert the staff member they should contact, and the relevant contact details].

Thank you for your co-operation.

Warm regards,

#### Appendix 4:

### Template letter to notify parents/carers of cancellation of suspension or exclusion

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#### How to use this letter

- You must notify the pupil's parents/carers about the cancellation of a suspension or exclusion without delay
- Adapt and share the letter with parents/carers or the pupil – we've highlighted in yellow the text you'll need to adapt or delete as appropriate

Dear [insert parent/carer's name],

We're pleased to let you know that we have made the decision to cancel [insert pupil's name]'s suspension from our school.

The reason for this decision is [insert reason here].

If the suspension or exclusion has already begun, add:

We would like to welcome [insert pupil's name] back promptly, and we will then begin the process of reintegration to help them settle in.

Continue the letter:

I would like to invite you to meet with me to discuss the circumstances that led to the [suspension/permanent exclusion] being cancelled.

Please get in touch with [insert the staff member they should contact, and the relevant contact details] if you have any questions about the cancellation, and to arrange the meeting with me.

Thank you for your co-operation.

Warm regards,