


# Suspension and Exclusions Policy

THE  
**C**  **MPASS**  
PARTNERSHIP OF SCHOOLS

The Compass Partnership of Schools is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

As a trust we aim to include, not suspend or exclude, and we view all behaviour as a means of communication and thus approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never “give up” easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

No suspension or exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Any suspension or exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team and the Executive Head Teacher (particularly if they were involved in investigating the incident).

## **Aims**

This policy aims to ensure that at all Compass schools:

- The exclusions and suspension process is applied fairly and consistently;
- The exclusions and suspension process is understood by governors, staff, parents and pupils;
- Pupils in school are safe and happy; and
- Pupils do not become NEET (not in education, employment or training).

## Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline the powers that Trusts and schools have to exclude pupils:

- 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](#).
- 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](#)

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

### **The decision to exclude**

Only the Headteacher, or Acting Headteacher, can suspend or permanently exclude a pupil from school. A permanent exclusion will be taken as a last resort and the headteacher would always consult with the executive headteacher and CEO.

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

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

We are committed to following all statutory exclusions procedures to ensure that every young person at our schools receives an education in a safe and caring environment.

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off';
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support;
- Due to poor academic performance;
- Because they haven't met a specific condition, such as attending a reintegration meeting; or
- By exerting undue influence on a parent to encourage them to remove their child from the school.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the Behaviour Policies in place at our schools, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to exclude a pupil, either permanently or suspend for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked;
- Allow the pupil to give their version of events; and
- Consider if the pupil has special educational needs (SEN)

### **Definitions**

For the purposes of exclusions and suspensions, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

*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 governors require 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.

## **Roles and responsibilities**

### **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 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)); and previously LAC;
- Consider whether all alternative solutions have been explored, such as off-site direction or a managed move.

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, and will inform the pupil of how their views were taken into account when making the decision.

The decision to permanently exclude will only be made in consultation with the executive headteacher or CEO.

In the case of all permanent exclusions, the Headteacher will, without delay report to their local authority.

## **Safeguarding**

A suspension or exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for suspension or exclusion, the school may consider an internal suspension until the end of the day, implementing the original suspension decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social care and/or the Police to safely take the pupil off site.

## **Informing parents**

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

If the Headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay. The Headteacher should notify the parent in person or on the telephone, giving the parent the opportunity to ask questions and to raise any concerns. It also enables the Headteacher to know whether the parent understood the scale of the incident.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion;
- The length of the suspension or, for a exclusion, the fact that it is permanent;
- Information about parents' right to make representations about the suspension or permanent exclusion to the Local School Committee and how the pupil may be involved in this;
- How any representations should be made;
- Where there is a legal requirement for the local school committee to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend.

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 suspension/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; and
- Any information the pupil needs in order to identify the person they should report to on the first day.

The letter can be hand delivered or posted to the home address of the pupil. If sending the letter home with the pupil, a copy should also be sent directly to the home address. Electronic communication can be used if this is the parents [referred form of communication].

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.

The Headteacher will ensure that, during the first 5 days of the period, work is provided to the pupil. This is required for both suspensions **and** for permanent exclusions.

For *suspensions* over 5 days, suitable full-time education must be provided, by the school, on the sixth school day. For *permanently excluded* pupils, the local authority must arrange suitable full-time education to begin from the sixth school after the first day the permanent exclusion took place.

### **Informing the local school committee**

The term 'local school committee' refers to the local governors of the school.

The Headteacher will, without delay, notify the local school committee when the circumstances below apply.

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

The Headteacher will notify the local school committee once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation. This will be reported via the Headteachers Report to the local governing committee.

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

If a:

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

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.

The Personal Education Plan (PEP) for a looked-after child should be reviewed each term. Any concerns about the pupil's behaviour should be recorded and acted on to reduce the need for suspension or exclusion in future.

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; and
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of the local school committee 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 Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by local governors.

Where there is a cancellation:

- The parents, local school committee and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation

As referred to above, the Headteacher will report to the local school committee once per term on the number of cancellations.

The pupil will be allowed back in school.

### **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. Online pathways may be used for this. If the pupil has a special educational need or

disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is 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.

## **The local school committee**

### **Considering suspensions and permanent exclusions**

Responsibilities regarding exclusions are delegated to the local school committee, which, as per the Trust's articles of association, is a committee of the Trust Board.

The local school committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

In carrying out this duty, the local governing committee convenes, as and when necessary, a panel of at least 3 governors.

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

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

The governors will consider:

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

This data is reported to the local school committee via the Headteachers Report, circulated at local school committee meetings. The Trust Board receives summary information from each school.

## **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 the exclusion took place. Additional points to consider are available on p. 32 of the [DfE's September 2022 guidance](#).



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

For a *suspension* of more than 5 school days, the local **school committee** (represented by the panel) must arrange suitable full time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

### **The governors' duty to consider an exclusion**

Terminology: 'local school committee' refers to the school governors

Governing bodies have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law.

The local school committee has a duty to consider parents' representations about a suspension or a permanent exclusion. *The requirements on a Local School Committee to consider the reinstatement of a suspended or permanently excluded pupil depend on a number of factors.*

The local school committee (or, more usually, a panel of 3 governors, convened for this purpose<sup>1</sup>) 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 permanent 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*

The requirements are different for *suspensions* where the pupil would be suspended for more than 5 but less than 16 school days in a term. In this case, if the parents make representations, the Local School Committee must consider and decide within 50 school days of receiving the notice of suspension whether the suspended pupil should be reinstated. *In the absence of any representations from the parents, the local governing committee is not required to meet and cannot direct the reinstatement of the pupil.*

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the local school committee will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test.

The panel should consist of 3 governors, and it is best practice not to make use of staff or parent governors as they may, directly or indirectly, be linked to the pupil. Ideally, the governors should have received exclusions training in the last 2 years. Governors from other Trust schools may be asked to sit on the panel as required.

The following parties must be invited to the local school committee meeting and allowed to make representations or share information:

- Parents (and, where requested, a representative or friend)
- The Headteacher;

- Social worker (if the pupil has one);
- The Virtual School Headteacher - if the pupil is a looked after child or previously looked after child.

Note that in addition, *parents may request* that the local authority and/or the home local authority attend a meeting of Trust School's local school committee as *an observer*; that representative may only make representations with the committee's consent.

Taking into account the pupil's age and understanding, the pupil or their parents *should* also be made aware of their right to attend and participate in the local school committee meetings and the pupil should be enabled to make a representation on their own behalf if they wish to do so.

The local school committee 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.

In the case of a *suspension* which *does not* bring the pupil's total number of days of suspension to more than 5 in a term, the school committee must consider any representations made by parents, *but it cannot direct reinstatement and is not required to arrange a meeting with parents.*

### **Considering the reinstatement of a suspended or permanently excluded pupil**

Where the panel of governors is legally required to consider the reinstatement of a suspended or permanently excluded pupil, they *must* consider both the interests and circumstances of the suspended or permanently excluded pupil, *and* that of other pupils, staff, and the school community.

The panel of governors must also consider any representations made on behalf of attendees invited to the meeting (see previous section).

They will decide whether or not a fact is true 'on the balance of probabilities' - ie. the civil standard of proof (it is more likely than not that this fact is true) - rather than the criminal standard of 'beyond reasonable doubt'.

In the light of its consideration, the panel of governors can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

If the panel of governors decides against reinstatement of a pupil who has been permanently excluded, the parents can request an independent review.

In reaching a decision, the panel of governors will consider:

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

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 governors' duty to notify people after its consideration of reinstatement**

Where legally required to consider reinstating a suspended or permanently excluded pupil the panel of governors will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents
- The Headteacher

And, where relevant:

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

In the case of a permanent exclusion where the panel of governors *decides not to reinstate the pupil*, the notification *must* state that the exclusion is permanent and provide notice of parents' right to ask for the decision to be reviewed by an IRP (independent review panel) and the following information:

- 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 panel of governors' 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 Trust to appoint an SEN expert to advise the review panel;
- Details of the role of the SEN expert;
- 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, *in addition to* the right to apply for an IRP, 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.

The panel of governors may provide the information above either (a) in person or (b) by delivering it to their last known address or (c) by posting it first class mail to that address.

## **The Trust's duty to arrange an independent review panel**

If parents apply for an independent review within the legal timeframe, the Trust will arrange for an independent panel to review the decision of the panel of governors 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 by the panel of governors 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.

### **Appointing panel members**

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; and
- 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 the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the Trust, or the local school committee, 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 Trust, school, local school committee, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality; or

### **Appointing a clerk and the clerk's role**

The Trust must appoint a clerk to provide advice to the panel and parties to the review on procedure, law and statutory guidance on suspensions and permanent exclusions.

Full details of the role of the clerk are provided in the [DfE guidance](#), September 2022, on pages 53-54.

### **Appointing a SEN expert**

If requested by parents with their application for an independent review, the Trust must appoint a SEN expert to attend the review and most cover the associated costs of this appointment.

Full details of the role of the clerk are provided in the [DfE guidance](#), September 2022, on pages 55-56.

## **The roles, conduct and process: independent review panels**

The Trust follows the arrangements set out in the [DfE guidance](#), September 2022, on pages 58-64.

### **Guidance to independent review panel members on coming to a decision**

The panel's decision should not be influenced by any stated intention of the parents or pupil not to return to the school. The focus of the panel's decision is whether there are sufficient grounds for them to *direct or recommend that* the panel of governors *reconsider its decision that the pupil should not be reinstated*.

When considering the panel of governors decision in light of the principles applicable in an application for judicial review, the panel should apply the following tests:

- *Illegality* – did the local school committee act outside the scope of its legal powers in deciding that the pupil should not be reinstated?
- *Irrationality* – did the local school committee rely on irrelevant points, fail to take account of all relevant points, or make a decision so unreasonable that no Local School Committee acting reasonably in such circumstances could have made it?
- *Procedural impropriety* – was the Local School Committee's consideration so procedurally unfair or flawed that justice was clearly not done?

Procedural impropriety means not simply a breach of minor points of procedure but something more substantive that has a significant impact on the quality of the decision-making process. This will be a judgement for the panel to make, but the following are examples of issues that could give rise to procedural impropriety: bias; failing to notify parents of their right to make representations; the Local School Committee making a decision without having given parents an opportunity to make representations; failing to give reasons for a decision; or being a judge in your own case (for example, if the headteacher who took the decision to exclude were also to vote on whether the pupil should be reinstated).

Where the criteria for quashing a decision not to reinstate has *not* been met, the panel should consider whether it would be appropriate to recommend that a Local School Committee reconsiders its decision not to reinstate the pupil. This should not be the default option but should be used where evidence of procedural flaws has been identified that do not meet the criteria for quashing the decision, but which the panel believes justify a reconsideration of the local school committee's decision. This could include when new evidence presented at the review hearing was not available to the local school committee at the time of its decision.

In all other cases the panel should uphold the panel of governors decision.

### **Guidance on notifying parties of the outcome of the review**

If the panel upholds the panel of governors decision not to reinstate, the clerk should immediately report this to the local authority (who should inform, where a pupil has one, the social worker and VSH), and notify the parents and the Local School Committee.

If the pupil lives outside the local authority area in which the school is located, the clerk should make sure that the 'home authority' is also informed in writing of the outcome of the review without delay. This includes any situation where parents withdraw or abandon their application for a review.

## **The panel of governors duty to reconsider reinstatement following a review**

When an IRP directs or recommends a pupil's reinstatement, the panel of governors has the opportunity to look at the pupil's reinstatement afresh.

Where the panel directs or recommends that the panel of governors reconsider whether a pupil should be reinstated, the panel of governors must reconvene to do so within ten school days of being given notice of the panel's decision. Notice is deemed to have been given on the day of delivery if it is delivered directly or on the second working day after posting if it is sent by first class mail.

In the case of either a recommended or directed reconsideration, the panel of governors must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay:

- The parents;
- The Headteacher
- The local authority, and, where relevant, the 'home authority'

The reconsideration provides an opportunity for the panel of governors to look afresh at the question of reinstating the pupil, in light of the findings of the IRP. There is no requirement to seek further representations from other parties or to invite them to the reconsideration meeting. The panel of governors is not prevented from taking into account other matters that it considers relevant. It should, however, take care to ensure that any additional information does not make the decision unlawful.

## **School registers**

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

- 15 school days have passed since the parents were notified of the panel of governors decision to not reinstate the pupil and no application has been made for an independent review panel; or
- The parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review has been made within 15 school days, the Local School Committee 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; and
- 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.

## **Returning from a suspension**

### **Reintegration strategy**

Following suspension, 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:

- 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 lead;
- 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; and
- Any other local provisions put in place by the Leadership Team of the school concerned.

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

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.

## Reintegration meetings

The school will 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.

## Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions;
- Use of pupil referral units, off-site directions and managed moves

The data will be analysed and fed back to local governors and to the Trust Board, in line with the Trust's reporting procedures.

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 in order to tackle it.

The Trust will work with its schools to consider this data, and to analyse whether there are patterns across the Trust, recognising that numbers in any school may be too low to allow for meaningful statistical analysis.

## Monitoring, evaluation and review

The Board of Trustees will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout all Trust schools.

This Policy will be reviewed by the Standards Committee on an annual cycle.

Adherence to the policy will be monitored by the Local School's Committee.

Policy adopted:	Spring Term 2023
Other related policies:	Behaviour and Relationships



	Inclusion Equalities Safeguarding
Next Review:	Spring Term 2024