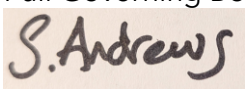
Forge Valley School & Sixth Form

SUSPENSION AND PERMANENT EXCLUSION POLICY

Date of issue:	September 2026
Member of Staff Responsible:	Assistant Headteacher for Attendance & Behaviour, Mr Barker
Ratified on:	September 2026
Ratified by:	Full Governing Body:  Mr S Andrews Chair of Governors
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Version	Section	Amendments	Date	Authors
1		Transferred to new template	September 2023	M Barker
2	3	Date August 2024 added when referring to DfE link	February 2025	M Barker
3	1, 4, 9	Added emphasis on proportionality and fairness (Aims); safeguarding considerations in Headteacher decision-making; requirement to evidence early intervention; explicit action on disproportionality in monitoring.	September 2025	M Barker
4	**42, 3, 4, 5, 6, 7, 8, 9**	**Updated to reflect the Department for Education statutory guidance on suspension and permanent exclusion effective from 26 July 2026.**	September 2026	M Barker

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We have carefully considered and analysed the impact of all school policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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 that all decisions about suspension and permanent exclusion are made lawfully, reasonably, fairly and proportionately, taking account of each pupil's individual circumstances.

2. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period. Lunchtime suspensions count as half a school day for the purposes of calculating whether governing board consideration is triggered.

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 – a temporary placement at another mainstream school or alternative provision used for the purpose of improving a pupil's future behaviour. From 26 July 2026, the statutory off-site direction framework applies to academies. Off-site direction must not be used as a sanction or punishment for past misconduct and must be kept under review.

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

Managed move – a voluntary, permanent transfer of a pupil to another mainstream school as part of a planned intervention. A managed move must be agreed by all relevant parties, including the parent and the admission authority of the receiving school, and should only take place where it is in the pupil's best interests. The law does not permit 'trial admissions' or 'trial managed moves'. Where a temporary move is required to improve behaviour, the statutory off-site direction process should be used instead.

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

A note on off-rolling

Our school is 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 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

- By exerting undue influence on a parent to encourage them to remove their child from the school

Separation of pupils for safeguarding purposes

In rare circumstances, it may be necessary temporarily to prevent a pupil from attending the school premises for safeguarding purposes, for example where an allegation of harm by one pupil against another makes physical separation essential and this cannot practicably be achieved while both pupils remain on the school premises.

Safeguarding separation will never be used as a disciplinary sanction, as a substitute for suspension or permanent exclusion, or simply because the school considers it difficult to manage the pupil's presence on site. Any restriction on attendance must have a clear lawful safeguarding basis, be necessary and proportionate, last for the shortest possible period and be subject to regular review. The school will ensure that the pupil continues to receive suitable education during any period in which they are unable to attend the school premises.

Such a decision is a safeguarding measure and is not a suspension or permanent exclusion on disciplinary grounds.

Any decision to temporarily prevent a pupil from attending the premises for safeguarding purposes will be made on a case-by-case basis. The Designated Safeguarding Lead (DSL), or a deputy, will take a lead role and the school will consider its duties under the Equality Act 2010, Human Rights Act 1998, *Keeping Children Safe in Education* and relevant safeguarding legislation and guidance.

Parents will be informed of the reason for the temporary separation and the governing board will be notified without delay. The measure will only be used where separation is essential and cannot practicably be achieved in a way which enables the pupil to remain on the school premises.

The school will work with the local authority and other relevant agencies as necessary to ensure that the pupil continues to receive suitable education and that the arrangement is kept under review. Reintegration following a period of safeguarding separation will be appropriately planned and supported.

3. Legislation and statutory guidance

This policy has been developed with regard to the Department for Education's statutory guidance *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, July 2026, effective from 26 July 2026.

This policy is based on the legislation and statutory framework governing suspension, permanent exclusion and pupil movement, including:

- Education Act 2002, as amended by the Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended
- Education and Inspections Act 2006
- Education Act 1996
- Education (Provision of Full-Time Education for Permanently Excluded Pupils) (England) Regulations 2007, as amended
- Education (Educational Provision for Improving Behaviour) Regulations 2010, as amended and modified by the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026
- School Attendance (Pupil Registration) (England) Regulations 2024
- Equality Act 2010
- Children and Families Act 2014
- Human Rights Act 1998.

This policy should be read alongside the school's Behaviour Policy, Safeguarding and Child Protection Policy, Attendance Policy, SEND Policy, Knives and Weapons Procedure, and the Department for Education's *Arranging Alternative Provision: A Guide for Local Authorities and Schools*.

The school will have regard to relevant statutory guidance, including *Keeping Children Safe in Education*, *Behaviour in Schools*, *Working Together to Improve School Attendance* and the SEND Code of Practice.

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

4. Roles and responsibilities

4.1 The Headteacher

Deciding whether to suspend or permanently exclude

Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a pupil on disciplinary grounds. A decision may relate to behaviour inside or outside school, where it is lawful for the school to regulate that behaviour.

A suspension may be used in response to a serious incident or where other disciplinary measures are not appropriate. Any suspension will be lawful, reasonable, fair and proportionate.

A decision to permanently exclude a pupil will only be taken:

- in response to a serious breach or persistent breaches of the school's Behaviour Policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Permanent exclusion will only be used as a last resort.

Before deciding whether to suspend or permanently 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's behaviour may be linked to unmet safeguarding or welfare needs, and ensure that relevant referrals or support are put in place where appropriate.
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider what appropriate alternative interventions or support have been considered or attempted, where relevant to the circumstances, including whether off-site direction or a managed move may be appropriate
- Consider and, where appropriate, evidence the early intervention, pastoral support or other strategies that have been considered or attempted. The absence of previous interventions will not prevent suspension or permanent exclusion where the seriousness of an incident justifies such a decision.
- Consider the school's duties under the Equality Act 2010, including whether the pupil is disabled and whether reasonable adjustments have been made where required.
- Consider whether the behaviour may be connected to the pupil's disability or SEN and whether appropriate provision and support have been put in place.
- Consider any relevant contributing factors identified following the incident, including safeguarding, welfare, SEND, mental health or other vulnerabilities.

Where there are concerns about the behaviour of, or risk of suspension or permanent exclusion for, a pupil with SEN, a disability or an EHC plan, the school will consider, in partnership with relevant professionals and the local authority where appropriate, whether additional support or alternative provision is required.

Where a pupil has an EHC plan, the school will contact the local authority about significant behavioural concerns at an early stage and will consider whether an early annual review of the EHC plan should be requested before a decision to permanently exclude is made.

Where practicable and appropriate, the Headteacher will ensure that the pupil has been given an opportunity to express their views before reaching a decision and will take those views into account in light of the pupil's age and understanding. Where it has not been possible or appropriate to obtain the pupil's views before the decision, the reasons will be recorded. 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.

A suspension will have a defined end date when it is imposed. The school will not extend a suspension or convert a suspension into a permanent exclusion. Where, exceptionally, further evidence comes to light following the imposition of a suspension, the Headteacher may issue a further suspension to begin immediately after the first suspension ends, or may issue a permanent exclusion to begin immediately after the suspension ends. Any further suspension or permanent exclusion will constitute a new decision and the relevant statutory notification requirements will apply.

Informing parents

If a pupil is at risk of suspension or permanent 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 permanently exclude a pupil, the parents will be informed of the period of the suspension or, in the case of permanent exclusion, the fact that it is permanent and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- Parents' (or an excluded pupil's, if aged 18 or over) right to request that a governing board reinstatement meeting is held via remote access, and information about how and to whom such a request should be made.
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) 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 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.

Informing the governing board

The Headteacher will, without delay, notify the governing board of:

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

The Headteacher will notify the governing board 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.

Informing the Local Authority (LA)

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

The notification will include:

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

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.

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

Where 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. Where a looked-after child (LAC) is at risk of suspension or permanent exclusion, the Headteacher will inform the Virtual School Head (VSH) as early as possible.

This will enable the school and relevant professionals to work together to consider factors that may be affecting the pupil's behaviour and any additional support that could be put in place.

If the Headteacher decides to suspend or permanently exclude a pupil with a social worker or a looked-after child, 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)

Where a looked-after child is at risk of suspension or permanent exclusion, the school will also consider how effectively the pupil's Personal Education Plan (PEP) is being implemented, whether an interim review of the PEP is required, and whether Pupil Premium Plus is being used effectively to support the pupil's needs.

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

Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion, including one which has already begun, provided that the governing board has not yet met to consider whether the pupil should be reinstated.

Where an exclusion is cancelled:

- Parents, the governing board and the local authority will be notified without delay **and provided with the reason for the cancellation**.
- Where relevant, the pupil's social worker and Virtual School Head will also be notified without delay and provided with the reason for the cancellation.
- Parents will be offered the opportunity to meet the Headteacher without delay to discuss the circumstances that led to the exclusion being cancelled.
- The governing board's duty to consider reinstatement ceases.
- The pupil will be allowed to return to school without delay.
- Any days already spent out of school as a result of the exclusion before it was cancelled will count towards the statutory maximum of 45 school days of suspension in an academic year.
- The Headteacher will report cancellations to the governing board in accordance with the statutory requirements.
- A permanent exclusion cannot be cancelled where the pupil has already been excluded for more than 45 school days in the academic year, or would 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. Online pathways such as Google Classroom or Oak Academy 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.

4.2 The Governing Board

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the Board of Governors.

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

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

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

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

Monitoring and analysing suspensions and exclusions data

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

The governing board will 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 placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

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

5. Considering the reinstatement of a pupil

The governing board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

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

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 board must consider any representations made by parents. However, it is not required to arrange a meeting with parents, and it cannot direct the Headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the governing board will consider and decide on the

reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet, and it cannot direct the Headteacher to reinstate the pupil.

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

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

- Parents, or the pupil if they are 18 or over (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

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

The governing board can either:

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

In reaching a decision, the governing board will consider:

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

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

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 board 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 board has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel

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

6. Independent review

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

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing board of its decision not to 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.

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 academy trust of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust, or the 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 academy trust, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality

- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

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. Considering 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 representations made by the VSH about how the child's background, educational and safeguarding needs were considered by the Headteacher in the lead-up to the permanent exclusion, and how those matters may be relevant to the permanent exclusion.

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

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

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

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

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

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

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

This notification will include:

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

7. School registers

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

- 15 school days have passed since the parents were notified of the governing board's decision not to 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 governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision 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 are met and no later than the removal of the pupil's name.

8. Off-site direction

Off-site direction is a temporary measure used to improve a pupil's future behaviour. It will not be used as a sanction or punishment for past misconduct. It will normally be considered where appropriate in-school interventions and/or outreach support have been unsuccessful or are considered inappropriate.

The placement may be at alternative provision or another mainstream school and may be full-time or, depending on the pupil's individual needs and circumstances, combine part-time alternative provision with continued mainstream education. A proposed maximum period will be identified as part of the planning process.

Prior to an off-site direction, the school will be able to evidence appropriate initial intervention and will consider the pupil's SEND, health, safeguarding and other support needs. The pupil will be supported to express their views and will be informed about how those views have been taken into account.

The nature of the intervention, its objectives and the proposed timescale will be clearly defined. Relevant information will be shared with the receiving provision before the placement begins, including appropriate attainment information, risk assessments and information about effective support and risk-management strategies.

Written notification

Parents, or the pupil where they are aged 18 or over, and the local authority where the pupil has an EHC plan, will be notified in writing as soon as practicable after the direction has been made and no later than two school days before the placement begins.

The notification will include:

- the address where the education will be provided;
- the person to whom the pupil should report when first attending;
- the number of days for which the requirement is imposed;
- the reasons for and objectives of the placement; and
- the relevant start, finish and break times of the educational provision.

Review

The governing board will keep the off-site direction under review for as long as it remains in effect. Review meetings will take place at intervals appropriate to the needs of the pupil.

Parents, and the local authority where the pupil has an EHC plan, will be given written notice of a review meeting **not later than six days before the meeting** and will be invited to attend or submit their views in writing.

Parents, a pupil aged 18 or over, and the local authority where the pupil has an EHC plan may request a review meeting in writing. Where a review meeting has not already taken place in the preceding 10 weeks, the governing board will hold the requested review as soon as reasonably practicable.

Following each review, the governing board will determine whether the off-site direction should continue and, if so, for what period. The decision and reasons will be notified in writing to the parent **no later than six days after the review meeting**.

Reviews will consider whether the placement is achieving its objectives, the pupil's educational progress and behaviour, their welfare and safeguarding, SEND and health needs, the views of the pupil and parent, and arrangements for reintegration.

The pupil will continue to receive a broad and balanced education. The school will continue to meet its duties under the Equality Act 2010 and Children and Families Act 2014, including making reasonable adjustments and securing appropriate SEN provision.

Where the off-site direction is to another school, the pupil will be registered and attendance recorded in accordance with the statutory attendance requirements.

An off-site direction will remain temporary. A permanent transfer to another school will only take place through a properly agreed managed move or another lawful admission process.

9. Managed moves

A managed move is a voluntary permanent transfer to another mainstream school. It will only be considered as part of a planned intervention and where it is in the pupil's best interests.

A managed move requires the agreement of all relevant parties, including the parents and the admission authority of the receiving school. The pupil will be supported to express their views and those views will be considered as part of the decision-making process.

The school will not use 'trial admissions' or 'trial managed moves'. Where a temporary placement is required to improve behaviour, the statutory off-site direction process will be used.

Where a pupil has an EHC plan, the local authority will be contacted before a managed move and the statutory process for amending the EHC plan will be followed where appropriate.

Relevant information will be shared between the schools and local authority before the move, including information about attainment, SEND, safeguarding, risk assessment and effective support strategies.

Once a managed move is agreed and becomes permanent, the pupil will be removed from the admission register of the original school and registered at the receiving school in accordance with the relevant registration requirements.

10. Returning from a suspension, cancelled exclusion, off-site direction or safeguarding separation

10.1 Reintegration strategy

Following a suspension (including where an exclusion has subsequently been cancelled), off-site direction or period of safeguarding separation, the school will put in place an appropriate strategy to support successful reintegration into school life and full-time education.

The reintegration strategy will provide the pupil with a fresh start and support their successful return to school. It will help the pupil to understand the impact of their behaviour on themselves and others, understand and meet the school's expectations, rebuild their sense of belonging within the school community and re-engage positively with learning.

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:

- A reintegration meeting to identify any unmet educational, health, safeguarding, SEND or pastoral needs and agree appropriate support
- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Regular contact in school with a designated pastoral professional
- 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 referrals to the SEMH hub or external support

A part-time timetable will not be used to manage a pupil's behaviour. Where a part-time timetable is used for another lawful reason, it will only be in place for the shortest time necessary, will have a clearly defined end date or time limit for returning to full-time education, and will be formally and regularly reviewed with the pupil and parents. Appropriate arrangements for leave of absence and attendance recording will be made in accordance with statutory attendance guidance.

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

10.2 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.

10.3 Remote access to meetings

Parents, or a pupil if aged 18 or over, may request that a governing board meeting to consider reinstatement or an independent review panel meeting is held via remote access.

Where such a request is made, the meeting will be held remotely unless the governing board or arranging authority considers that the meeting cannot be held fairly or transparently by remote access.

The governing board or arranging authority may also offer remote access to a meeting where appropriate, but a meeting will not be held remotely solely at the school's or governing board's request without the agreement of the parent or pupil aged 18 or over.

Where a meeting is held remotely, the governing board or arranging authority will ensure that all participants have access to the necessary technology and are able to hear, speak and participate effectively. Appropriate arrangements will be made to ensure that the meeting is capable of being conducted fairly and transparently.

Where technical difficulties prevent a participant from taking part effectively, the meeting will be adjourned where necessary until the issue can be resolved or alternative arrangements can be made.

Social workers and Virtual School Heads may join meetings remotely where appropriate, regardless of the format chosen by the parent.

11. 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
- Anonymous surveys of staff, pupils, governors/trustees and other stakeholders on their perceptions and experiences

The data will be analysed at least annually by the Assistant Headteacher for Attendance and Behaviour and reported to the Headteacher and governing board. Analysis will consider patterns and trends:

- at whole-school level;
- by age group;
- by time of day, week and term; and
- by protected characteristic.

If any patterns or disparities between groups of pupils are identified through this analysis, the school will review its policies and practices to address them. Where the analysis identifies disproportionality affecting particular groups of pupils, the school and governing board will take appropriate action to understand the causes and reduce any unfair impact.

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

This policy will be reviewed at least annually by the Assistant Headteacher for Attendance and Behaviour, or sooner where required by changes to legislation or statutory guidance. At each review, the policy will be approved by the full governing board.

Appendix 1: Independent Review Panel Training

The academy trust must ensure that all members of an independent review panel and the clerk have received the required training within the two years prior to the date of the review.

Training must have covered:

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

Appendix 2: Reintegration Meeting Proforma

Child's name:	Date of Birth:	Class/Year group
Attendance %:	SEN Code:	PP/FSM:
One page support plan/Myplan/EHCP Date Last Reviewed:	Date of Plan:	Review date:
Threshold Level of Support scale	1 2 3 4 5 (circle which applies) In relation to the local	
Attendees: -		
Services Involved:		

What are we worried about	**What is going well**	**Next Steps**
Education		
Health		
Care		
Additional Information		

On a scale of 1 to 10 where 1 is no engagement and 10 is the pupil fully engaged with Forge Valley, where do you believe…….. is at this current time?

Parents :- 0----------5----------10
Staff :- 0----------5----------10

Signature of Parent(s):
Signature of School: