



Exclusions Policy

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For the purpose of this trust-wide policy, the term ‘Principal’ is used for the respective academy leader, who may locally be referred to as ‘Headteacher’. In addition, the term ‘school’ is used to also mean ‘academy’.

This policy has been equality impact assessed and we believe in line with the Equality Act 2010. It does not have an adverse effect on race, gender or disability equality.



Exclusion policy

1. Introduction

- 1.1 Our academy's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the academy will apply.
- 1.2 Where the academy's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.
- 1.3 We will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2026) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).
- 1.4 This policy should be read in conjunction with the behaviour policy and the SEND policy for the academy.

2. Application of policy

- 2.1 This policy applies to all members of the academy community. We will apply suspensions and exclusions in accordance with this policy and ensure that its contents are available to all staff, parents and students.

3. Types of exclusion

Suspensions and permanent exclusions are different:

- 3.1 Suspensions (previously called fixed-term exclusions) are where a student is prevented from attending the academy for a fixed period. At the end of the period, they are expected to return to the academy following a reintegration meeting. A student may receive a maximum 45 days of suspension in an academic year before being permanently excluded.



- 3.2 Permanent exclusions are where, subject to a decision of the governing board to reinstate the student to the academy, the student is prevented from attending the academy again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the academy's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.
- 3.3 As per the Statutory Guidance on Suspensions and Exclusions (July 2026), the governing board has a duty to consider a permanent exclusion within 15 school days of receiving notice of it. In the case of an academy, the governing board may delegate to a committee of the trust board, including the local governing body (Academy Council). For the Shaw Education Trust (SET), to ensure that these review panels can take place within the statutory timelines and there are no conflicts of interest, this delegation to a committee of the trust board is not limited to a committee made up of Academy Councillors of the student's academy, it may include Academy Councillors or SLT from other SET academies, and members of the SET Central Team. This committee is referred to as the permanent exclusion review panel. The position of Chair will be agreed between the panel and the SET Senior Director of Governance and will be the most appropriate member of the panel according to expertise, experience and training. This delegation also applies to the panels for the review of parental representations for suspensions.
- 3.4 Clerking of the permanent exclusion review panel is provided by the Governance Department at SET. Within SET, clerking of the meeting may be done on-site or remotely, according to circumstances. This decision will be agreed prior to the meeting between the Chair and the SET Senior Director of Governance. It is the responsibility of the Senior Director of Governance to ensure an appropriately trained clerk is appointed.

4. Roles and responsibilities

All members of the academy community are expected to follow this policy. Roles, responsibilities and expectations of each section of our community are set out in detail below.

The Headteacher

- 4.1 All decisions to suspend or permanently exclude a student will be taken by the Headteacher after considering all the circumstances and liaising with the relevant SET National Education Director.



- 4.2 The role of the SET National Education Director is to provide checks and balances for the Headteacher prior to a permanent exclusion being made. They will discuss evidence, reasonable adjustments made, a student's individual circumstances and may view CCTV footage or images. The decision to issue a permanent exclusion sits with the Headteacher, not the SET National Education Director. Where a National Education Director believes the decision to permanently exclude is being taken in opposition to DfE guidance or SET/Academy policy, they have the power to direct the Headteacher to pause their decision and refer the matter to the Chief Education Officer for further review with the Headteacher. The ultimate decision remains with the Headteacher.
- 4.3 The SET National Education Director may provide evidence to the permanent exclusion review panel if the Senior Director of Governance agrees this is relevant and appropriate.
- 4.4 Every decision made will be proportionate to the seriousness of the behaviour with reference to the academy's behaviour policy.

Governing Board Review Panels

- 4.5 The Governing Board is responsible for forming committees/review panels to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee/review panel will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the student to the academy.

Parents/Carers

- 4.6 Parents/Carers will be informed without delay of any suspension or exclusion and that there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents/Carers have with every exclusion/suspension letter that is sent from the Headteacher.

Students

- 4.7 All students of the academy are expected to follow the expectations regarding their behaviour to ensure that all students can learn and participate in academy life effectively. Where those expectations are breached, the behaviour policy will apply.



5. CCTV, witness evidence and student views

- 5.1 Our academy uses Close Circuit Television (**CCTV**) within its premises. This is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any relevant governing board panel review meeting. Please see the [Academy's CCTV policy and privacy notices for more information.
- 5.2 CCTV clips and images may be shared with parents prior to the meeting. Stills of CCTV footage may be included in the information pack shared with the panel and parents, only if these do not include images of any other student or adult, regardless of these being redacted. CCTV footage will not be shared in the information pack. CCTV footage will only be shown to parents in person, on-site on academy equipment in the presence of a member of staff and never digitally shared. CCTV footage may only be viewed by a parent/carer plus 1 other person of their choosing, acting as support to the parent/carer. Our priority is to protect the identity of other students or adults who may appear in the footage, as deemed appropriate by the academy, therefore footage may be blurred to cover other people, stills may be used with other people redacted or, where the academy deems it appropriate, a written transcript detailing the exact actions of the student and relevant other people may be provided. This transcript will: be highly accurate and factual; granular in detail; avoid the use of emotive language in descriptions; undertaken by a person independent of the incident/s. Where parents request this, the Senior Director of Governance will arrange for a person independent of the academy to verify all conditions of transcription have been met and provide a written assurance statement to this effect. Parents do not have the right to demand to see CCTV footage if the academy deem this not appropriate under GDPR and safeguarding rules
- 5.3 Where witness evidence is relied upon, whether that be from a student or a staff member, the statement(s) will be provided at any governing board review meeting. All statements will be signed and dated unless the Headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.



- 5.4 Before taking a decision to suspend or exclude and where appropriate, the Headteacher will take the student's views into account, considering these in light of their age and understanding, and inform the student about how their views have been factored into any decision made. Where relevant, the student will be given support to express their view, including through advocates such as parents/carers or, if the student has one, a social worker. The Headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.
- 5.5 If the student has special educational needs in a mainstream academy the view of the SENCO will also be taken into consideration.

6. Reintegration strategy meetings following suspension or off-site direction

- 6.1 Where a student is suspended or is directed to be educated off-site, upon return to the academy both the student and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:
- offer the student a fresh start,
 - help them understand the impact of their behaviour on themselves and others,
 - teach them how to meet the high expectations of behaviour in line with the academy culture,
 - foster a renewed sense of belonging within the academy community; and
 - build engagement with learning.

Academy staff will work with the student to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

- 6.2 The academy can use various measures to support a student's successful reintegration which may include one or more of the following:
- daily contact with a designated pastoral professional in-school;
 - use of a report card with personalised targets leading to personalised rewards;
 - ensuring the student receives academic support upon return to catch up on any lost progress;



- planned pastoral interventions;
 - mentoring by a trusted adult or a local mentoring charity;
 - regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage; and
 - informing the student, parents and staff of potential external support.
- 6.3 Whilst reintegration meetings are highly encouraged by our academy, students will not be prevented from being admitted to the academy or being put back in classes because a meeting has not taken place.

7. Cancelling a suspension or exclusion

- 7.1 A suspension or exclusion can be cancelled by the Headteacher as long as the suspension or exclusion has not been considered by the governing board suspension or exclusion review panel. In relation to an exclusion, it cannot be cancelled if the total time the student was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.
- 7.2 Where a suspension or exclusion is cancelled, the relevant parties will be informed by the Headteacher in accordance with the DfE Guidance on Suspensions and Exclusions (July 2026).

8. Suspension before a permanent exclusion

- 8.1 A suspension cannot be extended or converted into a permanent exclusion.
- 8.2 Where further evidence has come to light, for example where there has been further investigation of the pupil's misconduct during the initial suspension and the Headteacher has determined that the initial suspension was not enough of a sufficient sanction, a further suspension may be issued to begin immediately after the first suspension ends. Or a permanent exclusion may be issued to begin immediately after the end of the suspension.
- 8.3 For each separate decision, the Headteacher will send the relevant letter setting out the rights of parents.



9. Directing off-site and managed moves

- 9.1 Before taking any decision to permanently exclude a student, the Headteacher will consider whether a direction to attend alternative provision or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.
- 9.2 In the case of directing a student off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the academy's behaviour management strategy to improve a student's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.
- 9.3 For a managed move to take place there needs to be agreement between the academy, the parents and the new academy that a managed move should occur. Once a student undergoes a managed move, the student moves permanently from the academy to the new school.
- 9.4 Schools cannot use a managed move as an alternative to taking a student on roll through the in-year admission and waiting list process that is in place.

10. Independent review panels (IRPs)

- 10.1 The Academy will work with key partners to arrange the IRP, and requests for an IRP where a permanent exclusion has been upheld should be made within 15 school days to the contact details within the permanent exclusion review panel's outcome letter.
- 10.2 Further details on the role and powers of IRPs can be found in Part Ten of the DfE Guidance on Exclusions (July 2026).

11. Reconsideration by the Governing Board

- 11.1 Where an IRP either recommends reconsideration or quashes the initial decision of the governing board, the decision will be reconsidered within 10 school days of the academy receiving the IRP's decision.
- 11.2 There is no requirement to seek further representations from other parties or to invite them to the reconsideration meeting.
- 11.3 Please refer to part twelve of the DfE Guidance (July 2026) for further information.



12. Remote Meetings

- 12.1 Any governing board exclusion panel meeting and/or an IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire, and an outbreak of an infectious disease.
- 12.2 In addition, where a child's social worker or the virtual school head are due to attend a meeting, they may join an in-person meeting remotely as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.
- 12.3 Please also see section 3.4 regarding remote clerking.

13. Equality impact

- 13.1 Our academy does all it can to ensure that its policies do not discriminate against students or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

14. Monitoring arrangements

- 14.1 Academy leaders, the Academy Council and SET Trustees review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by academy leaders and the academy council to ensure the processes and support for students are appropriate:
- the interventions put in place for students at risk of suspension and permanent exclusion
 - the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it



- the full-time educational provision for students of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
 - any previous placements have been evaluated, including support for any applicable SEND
 - there is a process in place to monitor the student's attendance and behaviour at the provision
 - the correct attendance code is being used
 - the student's child protection file and any other information relevant to the student's safeguarding and welfare has been securely transferred to their new setting as early as possible
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of students
- the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves
- whether the academy register and absence codes have been recorded correctly
- how the behaviour policy is applied and specifically its consistency
- the circumstances in which students receive repeat suspensions
- whether Personal Education Plans for looked after children have been reviewed on a termly basis

14.2 SET trustees monitor the data regarding exclusions and suspensions through their work within the Education and Safeguarding Committee.

15. Governance

15.1 Templates and support resources are provided to academies and Academy Councils by SET to ensure high-quality information sharing and legal compliance. Academies and Academy Councils are expected to use these without exception.



Opportunity



Integrity



Community



Equity



Working together to inspire communities where every school
is valued, every voice matters and every learner thrives.



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