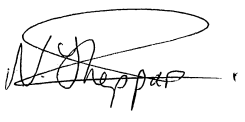
Carisbrooke College

EDUCATION IS OUR CASTLE

# Suspension and Permanent Exclusion policy

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| **Author** | Natalie Bracegirdle |
| **Approved by** | Academy Committee |
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# 1. Aims

Our school aims to ensure that all students benefit from a safe, calm, and supportive education environment. Good behaviour is essential to ensuring that all students can fulfil their potential.

Suspensions and permanent exclusions are recognised as essential behaviour management tools for headteachers to maintain safety and high standards. However, they are used as a last resort when all other behavioural strategies and interventions have been exhausted. We do not adopt a ‘no exclusion’ policy, as this can present safeguarding risks, but we actively work to create an environment where exclusions are minimised.

This policy is a companion piece to our Behaviour and Culture policy and complies fully with the July 2026 Department for Education (DfE) statutory guidance.

Our school aims to:

- Make sure that the exclusions process is applied fairly and consistently
- Help Academy Committee, staff, parents/carers and students understand the exclusions process
- Make sure that students in school are safe and happy
- Prevent students from becoming NEET (not in education, employment or training)
- Make sure all suspensions and permanent exclusions are carried out lawfully

### A note on off-rolling

Telling or forcing a student to leave school, or forbidding them from attending for non-disciplinary or informal reasons, is unlawful. The school strictly prohibits off-rolling, which includes:

- Pressuring a parent to remove their child under threat of a permanent exclusion or steering them toward Elective Home Education (EHE).
- Sending a student home for a short period to 'cool off' without formally registering it as a suspension.
- Placing a student on a part-time timetable solely for behavioural management purposes without strict, time-limited pastoral oversight and appropriate leave of absence recording.
- Excluding a student simply because the school feels it cannot meet their SEN or disability needs.

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

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

If any student is suspended or permanently excluded on the above grounds, this will also be considered as ‘off-rolling’.

# 2. Legislation and statutory guidance

This policy is governed by the following legislation and associated regulations:

- The **Education Act 2002**, as amended by the Education Act 2011.
- The **School Discipline (student Exclusions and Reviews) (England) Regulations 2012**.
- The **Education and Inspections Act 2006**.
- The **Education Act 1996**.
- The **Education (Educational Provision for Improving Behaviour) (Application to Academies and pupil referral units and Minor Amendments) Regulations 2026**.

## Equality and Special Educational Needs (SEN) Duties

- **Equality Act 2010:** The school will not discriminate against, harass, or victimise students based on protected characteristics (sex, race, disability, religion/belief, sexual orientation, pregnancy/maternity, gender reassignment).
- **Reasonable Adjustments:** For disabled children, the school has a statutory duty to make reasonable adjustments to provisions, criteria, or practices to ensure they are not placed at a substantial disadvantage.
- **Children and Families Act 2014:** The governing board will use its 'best endeavours' to ensure appropriate special educational provision is made for students with SEN, having regard to the SEND Code of Practice.

# 3. Definitions

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

Permanent exclusion – when a student is removed from the school permanently and taken off the school admission register. This is sometimes referred to as an ‘exclusion’.

Off-site direction – when the governing board of an academy requires a student to attend another education setting temporarily, to improve their behaviour..

Parent/carer – any person who has parental responsibility and any person who has care of the child.
Managed move – when a student is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

# 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 student 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 a student will be taken only:

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

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

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

- In response to serious or persistent breaches of the school’s behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or permanently exclude a student, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Allow the student to give their version of events and take this into consideration
- Consider whether the student has special educational needs (SEN)

- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:

    - For suspensions: detentions or other sanctions provided for in the behaviour policy
    - For exclusions: off-site direction or managed moves

The headteacher will consider the views of the student, considering their age and understanding, before deciding to suspend or permanently exclude, unless it would not be appropriate to do so.

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

The headteacher will not reach their decision until they have heard from the student and will inform the student of how their views were considered when making the decision.

**Informing parents/carers**

If a student is at risk of suspension or exclusion, the headteacher will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the student'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 student, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

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

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/carers' right to make representations about the suspension or permanent exclusion to the Academy Committee and, where the student is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Academy Committee to hold a meeting to consider the reinstatement of a student, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the student is of compulsory school age, the headteacher will also notify parents/carers 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 the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers 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/carers 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 student needs 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'/carers' consent.

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

**Informing the Academy Committee**

The headteacher will, without delay, notify the Academy Committee of:

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

**Informing the local authority (LA)**

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

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 student lives outside the LA in which the school is located, the headteacher will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it.
The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

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

If a:

- **student with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **student 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 so they can work together to consider what factors may be affecting the student'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 student with a social worker/a student who is looked after, they will inform the student's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the student
- 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 student's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the Academy Committee about the suspension or permanent exclusion. This is so they can provide advice on how the student'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 student's welfare are considered.

**Cancelling suspensions and permanent exclusions**

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the Academy Committee. Where there is a cancellation:

- The parents/carers, Academy Committee and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The Academy Committee's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The student will be allowed back in school without delay

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

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

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

If the student is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the student. Online pathways such as Google Classroom may be used for this. If the student has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the student 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 student, including the use of online pathways.

## 4.2 The Academy Committee

**Considering suspensions and permanent exclusions**

**The Academy Committee  of Carisbrooke College is the Academy Committee which has responsibility for reviewing the suspensions and permanent exclusions in accordance with the statutory guidance. In respect of permanent exclusions, the Academy Committee delegates its responsibility to a Governor Discipline Committee (GDC), consisting of three Governors drawn from the Academy Committee and/or other Academy Committees within the Trust**

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

Within 14 days of receiving a request, the Academy Committee 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 Academy Committee will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension.

The Academy Committee does not have to arrange such provision for students 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 Academy Committee will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The Academy Committee will consider:

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

## 5. Considering the reinstatement of a student

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

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

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

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

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

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

- Parents/carers (and, where requested, a representative or friend)
- The student, 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 student’s social worker, if they have one
- The VSH, if the student is looked after

The meeting can be held remotely at the request of parents/carers See section 9 for more details on remote access to meetings.

The Academy 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.

The Academy Committee can either:

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

In reaching a decision, the Academy Committee 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 student and their peers
- Any evidence that was presented to the Academy Committee

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

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

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

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

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

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

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

other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

## 6. Independent review

If parents/carers apply for an independent review within the legal timeframe, the academy Trust will, at their own expense, arrange for an independent panel to review the decision of the Academy Committee not to reinstate a permanently excluded student.

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

Independent reviews can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.

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

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school Academy Committee 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/director 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 Academy 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 academy trust, school, Academy Committee, parents/carers or student, 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 student, including the circumstances in which the student was permanently excluded, and have regard to the interests of other students and people working at the school.

Taking into account the student's age and understanding, the student or their parents/carers will be made aware of their right to attend and participate in the review meeting and the student 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 student'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 student's experiences, needs, safeguarding risks and/or welfare may be relevant to the student's permanent exclusion.

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

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

- Uphold the Academy Committee's decision
- Recommend that the Academy Committee reconsiders reinstatement
- Quash the Academy Committee'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 Academy Committee at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Academy Committee 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 Academy Committee 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 Academy Committee 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 Academy Committee does not subsequently decide to offer to reinstate the student within 10 school days
- Any information that the panel has directed the Academy Committee to place on the student's educational record

## 7. School registers

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

- 15 school days have passed since the parents/carers were notified of the Academy Committee's decision to not reinstate the student, and no application has been made for an independent review panel, or
- The parents/carers have stated in writing that they will not be applying for an independent review panel

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

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

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

**Making a return to the LA**

Where a student'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 student's full name
- The full name and address of any parent/carer with whom the student normally resides
- At least 1 telephone number at which any parent/carer with whom the student 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 student will attend, including the name of that school and the first date when the student attended or is due to attend there, if the parents/carers have told the school the student is moving to another school
- Details of the student's new address, including the new address, the name of the parent/carer(s) the student is going to live there with, and the date when the student is going to start living there, if the parents/carers have informed the school that the student 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 student's name.

# 8. Returning from a suspension

## 8.1 Reintegration strategy

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

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

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

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the student and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the student, parents/carers and staff of potential external support

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

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

## 8.2 Reintegration meetings

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

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

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

The school expects all returning students and their parents/carers to attend their reintegration meeting, but students who do not attend will not be prevented from returning to the classroom.

# 9. Remote access to meetings

Parents/carers can request that an Academy Committee meeting, or independent review panel be held remotely. If the parents/carers don't express a preference, the meeting will be held in person.

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

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

The Academy Committee and the academy trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

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

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

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

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

## 10. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), off-site directions, safeguarding separations and managed moves
- Anonymous surveys of staff, students, Academy Committee/trustees and other stakeholders on their perceptions and experiences

The data will be analysed every half-term by the Academy Trust. The Director of Safeguarding will report back to the Headteacher. The Academy Committee will also routinely formally review off-site directions.

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 students are identified by this analysis, the school will review its policies in order to tackle it.

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

This policy will be reviewed by the Headteacher every two years. At every review, the policy will be approved by the Academy  committee.

## 11. Preventative Strategies and student Movement
## Off-Site Direction

Off-site direction is a temporary mechanism used to require a student to attend another education setting (such as alternative provision or another mainstream school) solely to improve their behaviour. It is not a sanction or punishment. It is mandatory for the students' voices to be gathered and considered when making decisions about off-site direction or managed moves.

- Arranged by the governing board under the 2026 Regulations.
- From July 2026, management committees of pupil referral units can also issue off-site directions following identical procedural requirements.

- Written notice must be provided to parents at least two school days before the placement starts, detailing the address of the placement, times, duration, primary contact and clear educational objectives.
- The placement must be kept under regular review. Parents have the right to request a review meeting if one hasn't occurred in the previous 10 weeks.

### Managed Moves

A managed move is a permanent, voluntary transfer of a student to another mainstream school.

- It must be agreed upon by all parties, including the parents, the current school, if a student has an allocated social worker or Virtual School Head (VSH), they will be informed at the earliest stage when a managed move is being contemplated along with the admission authority of the new school, keeping the student's best interests at heart.
- No student will be permanently excluded because a parent refuses to agree to a managed move.
- Trial managed moves or trial admissions are not permitted by law; temporary behavioral moves must utilise the off-site direction framework instead.

## 12. Safeguarding and student Separation

The school holds a statutory duty to safeguard and promote the welfare of its students, adhering strictly to Keeping Children Safe in Education (KCSIE).

### Separation for Safeguarding Purposes

In rare circumstances, a school may temporarily forbid a student from attending the premises due to an allegation of harm against another student where physical separation is essential.

- This is not a disciplinary exclusion.
- The school will inform the parents of the reason why the student has been temporarily forbidden to attend the school site and this will be done by the Designated Safeguarding Lead.
- The Academy Committee will be informed without delay so they can review the circumstances.
- The local authority must arrange alternative education under Section 19 of the Education Act 1996 if the school or parents do not do so.
- When physically separating from one or more students, the school must specifically consider their duties under the Human Rights Act 1998.

## 13. Links with other policies

This policy is linked to our:
- Behaviour and Culture Policy
- SEND policy
- SEN information report
- Trust Child Protection and Safeguarding Policy

## Appendix 1: independent review panel training

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

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk/governance professional of a review panel
- The duties of headteachers, Academy Committees 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