CHANCERY EDUCATION TRUST

SUSPENSION & PERMANENT EXCLUSION POLICY

OCTOBER 2026

Next Review Date: October 2027

Staff should make themselves aware of all policies and amendments or updates to policies and adhere to the same, which will be made available on relevant websites and internal data and computer systems.

Executive Summary - CET Suspension and Permanent Exclusion Policy October 2026:

- **Early support and prevention:** Schools should identify underlying causes of behaviour, provide pastoral support and explore alternatives wherever possible, particularly where pupils receive repeated suspensions.

- **Who can make the decision:** Only the Headteacher/Principal, or acting Headteacher/Principal, can suspend or permanently exclude a pupil. Decisions may relate to behaviour inside or outside school. Permanent exclusion will normally be a last resort, although a serious one-off incident may warrant it.

- **Fair decision-making:** Before reaching a decision, the Headteacher/Principal must consider the evidence, hear the pupil's views and take account of SEND, disability, reasonable adjustments, safeguarding concerns, trauma and other unmet needs.

- **Unlawful exclusion and off-rolling are prohibited:** Pupils must not be excluded because the school feels unable to support their SEND, because of poor academic performance or because they have not attended a reintegration meeting. Parents must not be pressured to remove their child from the school.

- **Suspension limits:** A pupil cannot be suspended for more than 45 school days in a school year. Internal suspension takes place under supervision on the school site and is not a formal suspension.

- **Communication with parents and relevant professionals:** Parents must receive prompt written information explaining the reasons, duration and their right to make representations. The local authority must be informed of all suspensions and permanent exclusions, with the Trust Board, social worker and Virtual School Head notified as required.

- **Education during absence:** Accessible work should be set and marked during the first five days of a suspension where alternative provision is not available. Suitable full-time education must begin by the sixth school day—arranged by the Trust Board for longer suspensions and by the local authority for permanent exclusions. Earlier provision should be sought for looked-after pupils and pupils with a social worker.

- **Trust Board review:** The Board considers whether decisions were lawful, reasonable and procedurally fair. It must consider reinstatement within 15 school days for permanent exclusions, suspensions totalling more than 15 days in a term, or exclusions affecting a public examination or National Curriculum test. For suspensions totalling more than five but no more than 15 days in a term, a review is required within 50 school days if parents make representations.

- **Independent review rights:** Where the Board upholds a permanent exclusion, parents normally have 15 school days to request an

independent review. They may request a SEN expert at no cost. The panel can uphold the decision or require/recommend reconsideration but cannot itself direct reinstatement.

- **Cancellation and school records:** The Headteacher/Principal may cancel a suspension or permanent exclusion before the Trust Board has reviewed it. Relevant parties must be informed and the pupil allowed to return. Removal from the school roll following permanent exclusion must follow the specified review process.

- **Reintegration:** Returning pupils should receive a planned fresh start, with support such as mentoring, pastoral contact and regular reviews. Failure to attend a reintegration meeting must not prevent their return. Part-time timetables must be exceptional, agreed, time-limited and regularly reviewed; they must not be used as a disciplinary sanction.

- **Monitoring and accountability:** Headteachers/Principals analyse data weekly and report to the CEO. The Trust monitors repeat suspensions and any disproportionate impact on particular pupil groups, taking action where concerns arise. The policy is reviewed annually.

CHANCERY EDUCATION TRUST

SUSPENSION & PERMANENT EXCLUSION POLICY

1. Aims

Chancery Education Trust and its Academy Schools are committed to a culture of high expectations, inclusion and early intervention. Suspension and permanent exclusion are used only where necessary, proportionate and in response to serious or persistent breaches of the behaviour policy. We are committed to reducing repeat suspensions and ensuring that early intervention and pastoral support are implemented wherever possible.

We aim to:

- Ensure that the suspension and permanent exclusions process is applied fairly and consistently
- Help trustees, governors, staff, parents and pupils understand the suspension and permanent exclusions process
- Ensure pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

'Off-rolling' is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the pupil, to:

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent to remove their child from the school roll, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or formally recording the event.

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

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

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

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

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

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

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- The Equality Act 2010
- Children and Families Act 2014
- School inspection: toolkit, operating guides and information - GOV.UK,

3. Definitions

Suspension – when a pupil is removed from the school for a fixed period.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll.

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

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

Managed move – managed moves will only occur with the informed consent of all parties, including parents and the receiving school. They will not be used as a threat of permanent exclusion and will be subject to a written agreement and review process.

Internal Suspension – where a pupil is removed from their usual classes for disciplinary reasons but remains on the school site under supervision. It is not a

formal suspension; parents should normally be informed; schools should monitor its use.

4. Roles and Responsibilities

The Headteacher/Principal

The Headteacher/Principal will consider whether the pupil's behaviour may be a result of unmet needs, trauma, safeguarding concerns or external factors. Where appropriate, a risk assessment will be undertaken to determine whether suspension or permanent exclusion is a proportionate response and whether additional support could prevent exclusion.

Deciding whether to suspend or exclude

Only the Headteacher/Principal, or Acting Headteacher/Principal, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school.

Before deciding to suspend or permanently exclude a pupil, the Headteacher/Principal must consider whether the behaviour may be linked to a disability, special educational need, or unmet need and whether reasonable adjustments have been made in accordance with the Equality Act 2010.

Permanent exclusion will normally be used as a last resort, except where a serious one-off breach of the behaviour policy makes continued presence in school inappropriate.

The Headteacher/Principal should record any safeguarding considerations that were taken into account when reaching the decision.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy

and/or

- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Headteacher/Principal 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 if the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC)), or previously looked-after child
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

Where off-site direction is used, the Trust Board will ensure the placement is reviewed at appropriate intervals, that it remains in the best interests of the pupil, and that it is time-limited.
The Headteacher/Principal will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or permanently exclude, unless it would not be appropriate to do so.

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

Informing parents

If a pupil is at risk of suspension or permanent exclusion the Headteacher/Principal 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/Principal decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents 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 parents' right to make representations about the suspension or permanent exclusion to the Trust Board and, where the pupil is attending alongside parents, how the pupil may be involved in this
- How many representations should be made
- Where there is a legal requirement for the Trust Board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The Headteacher/Principal 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/Principal does not have the 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 Trust Board

The Headteacher/Principal will, without delay, notify the Trust Board of:

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

Informing the Local Authority (LA)

The Headteacher/Principal 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/Principal will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

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

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

If a:

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

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher/Principal decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker / VSH will be invited to any meeting of the Trust 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 taken into account.

Cancelling suspensions and permanent exclusions

The Headteacher/Principal 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 Trust Board. Where there is a cancellation:

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

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

A suspension cannot result in a pupil being suspended for more than 45 school days in a school year.

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/Principal will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online learning platforms may be used for this. If the pupil has a special educational need or disability, the Headteacher/Principal will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

The Trust Board

Responsibilities regarding suspensions and permanent exclusions are delegated to the Trust Board.

The Trust Board 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.

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

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

Monitoring and analysing suspensions and permanent exclusions data

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

The Trust 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

The Trust Board will specifically monitor patterns of repeat suspensions and take steps to ensure that underlying causes are identified and addressed, with the aim of reducing repeat suspensions over time.

The Local Authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth day after the first day of the permanent exclusion.

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

5. Considering the reinstatement of a pupil

The Trust 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 permanent exclusion if:

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

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 Trust 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/Principal to reinstate the pupil.

Where the pupil has been suspended for more than 5 days, but not more than 15 school days, in a single term, and the parents make representations to the board, the Trust 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/Principal to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the Trust 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 Trust Board may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the Trust 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/Principal
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

Trust Board meetings can be held remotely at the request of parents. See section 9 for more details on remote access to meetings.

The Trust 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 Trust 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 Trust Board will consider:

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

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

The clerk will be present when the decision is made.

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

The Trust 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/Principal
- 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 Trust Board has decided not to reinstate the pupil, the notification of the 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 Trust 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, this 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 Local Authority/Trust to appoint a 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 a SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. An independent review

If parents apply for an independent review within the legal timeframe, the Trust will, at their own expense, arrange for an independent panel to review the decision of the Trust 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 Trust Board of its decision to not

reinstate the pupil or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents. 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 governors/trustee's category and 2 members will come from the Headteacher/Principal 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 or trustees 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/Principals during this time
- Headteachers/Principals or individuals who have been a Headteacher/Principal 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 Trust Board of the excluding Academy School
- Are the Headteacher/Principal of the excluding school, or have held this position in the last 5 years
- Are an employee of the Trust, or the Trust Board, of the excluding Academy School (unless they are employed as a Headteacher/Principal at another school)
- Have, or at any time have had, any connection with the Trust, Academy School, Trust Board, parents or pupil, or the incident leading to the permanent exclusion, which might reasonably be taken to raise doubts about their impartially
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs,

safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

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

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

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

7. School registers

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

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

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

Where 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.

Attendance will be recorded in accordance with current DfE attendance regulations and guidance.

Making a return to the LA

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

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

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

8. Returning from a suspension

Reintegration strategy

Reintegration will focus on repairing relationships, restoring trust, and supporting long-term success rather than solely addressing sanctions.

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

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

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

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

Part-time timetables will only be used in exceptional circumstances, must be time-limited, regularly reviewed, agreed with parents, and be in the best interests of the pupil. They will not be used as a disciplinary sanction or as an alternative to suspension.

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

Reintegration meetings

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

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

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

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

9. Remote access to meetings

Parents can request that a Trust Board meeting, or independent review panel be held remotely. If the parents 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 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 which will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

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

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

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

The Trust will ensure that appropriate measures are in place to maintain confidentiality and accurate record-keeping for remote meetings.

10. 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 every week by Headteacher/Principals and report back to the CEO.

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

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups

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

The Trust will actively monitor for any disproportionate impact of suspension or permanent exclusion on pupils with protected characteristics, pupils with SEND, pupils eligible for free school meals, and pupils with a social worker. Where disparities are identified, the Trust will take prompt and appropriate action.

The Trust therefore requires the annual reporting of:

- SEND pupils;
- disadvantaged pupils;
- looked-after and previously looked-after children;
- ethnicity;
- gender.

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

Reference to other policies

This policy should be read alongside the following:

- Behaviour Policy
- SEND Policy
- Equal Opportunities and Diversity Policy

Monitoring and Implementation Policy

The policy is reviewed annually, although the Trust may vary or amend it periodically to ensure that we fulfil our obligation around the Suspension & Permanent Exclusions Policy. All proposed changes to this policy would be made following the approval from the Committee.

	Name	Date
Policy written by	CET Board	October 2026
Review by Committee	CET Board	October 2026
Agreed by Committee	CET Board	December 2026
Adopted by Governing Board	Local Governing Board	February 2027
To be reviewed annually		
Review by	October 2027	

Appendix 1: Independent review panel training

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

Training must have covered:

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

The independent review panel does not have the power to direct reinstatement but may quash the decision and direct the Trust Board to reconsider it.