HISP Multi Academy Trust

Suspensions & Exclusions Policy

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Our Trust's Suspensions & Exclusions Policy

From 2024 we write our policies through a particular lens: these documents are vital to the underpinning for our Trust to be one Trust. References to "you" are intended to explain the important role you, the reader, have in our Trust and references to "we" refer to the responsibilities we recognise HISP has as an employer. Together we are One Trust.

1. Aims

We are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment.

Our school aims to:

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

Off-rolling

'Off-rolling' is a form of gaming and occurs where a school decides, in the interests of the school and the pupil, to:

- Remove a pupil from the school admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school, or
- Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension, or
- Move a pupil to alternative provision (AP) where this is not in their best interest, or
- Send a pupil home without formally recording a suspension regardless of whether it occurs with the agreement of parents/carers, or
- Place a pupil on a part-time timetable for behavioural reasons, or
- Remove a pupil from the school roll without following due process

Pupil movement will be overseen and challenged by the Academy Committee and Director for School Improvement. Headteachers are expected to report on admissions and movement of pupils throughout the academic year.

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

- Because a pupil has special educational needs and/or 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 'off-rolling'.

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department of Education (DfE):

- 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (2026)
- 'Behaviour and discipline in schools' (2016)
- 'Behaviour in schools' (2022)
- 'Mental health and behaviour in schools' (2018)

It is based on the following legislation and guidance:

- Education Act 2002
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education and Inspections Act 2006
- Education Act 1996
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- Equality Act 2010
- Children and Families Act 2014
- School Inspection Handbook

This policy will be implemented in conjunction with the following school policies and procedures:

- Behaviour policy
- Anti-bullying policy
- Special educational needs and disabilities (SEND) policy
- Safeguarding and child protection policy
- Equality and diversity policy
- Attendance policy

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 admission register

‘Off-site direction’ – when a school requires a pupil 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 pupil 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

‘Cancelled exclusion’ – an exclusion that has been cancelled before the Academy Committee has met to consider whether the pupil should be reinstated

‘School day’ – any day on which there is a school session, not including INSET, staff training, school holidays or bank holidays.

4. Roles and responsibilities

4.1 Headteacher

Deciding whether to suspend or exclude

Decisions to permanently exclude a pupil can only be made by the Headteacher, or acting Headteacher, after discussions with the Executive Director for Education. Only the Headteacher can make the decision to suspend or exclude a pupil. 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 pupil will be taken only:

- In accordance with the school’s behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil 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 behavioural issues.

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

- In response to serious or persistent breaches of the school’s behaviour policy, **and**

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Allow and encourage the pupil to give their version of events considering their age and understanding, unless it would not be appropriate to do so
- Consider whether the pupil has special educational needs (SEN) and if reasonable adjustments in place or further support can be provided
- Consider if an Education, Health & Care Plan (EHCP) review is required
- Consider whether the pupil is especially vulnerable (e.g. social worker, looked after child (LAC) or previously looked after)
- Consider possible short-term mitigating circumstances such as bereavement
- Consider any safeguarding concerns and consultation with the Designated Safeguarding Lead (DSL)
- Consider whether all alternative solutions have been explored

A student may be suspended for one or more fixed periods, up to a maximum of 45 days in a single academic year following which a permanent exclusion is considered.

Off-site direction and managed moves

Before directing a pupil off-site or agreeing a managed move, the school will:

- Ensure the pupil's views are sought and considered
- Be able to evidence that appropriate interventions have been implemented
- Share the relevant information with the receiving setting and the local authority (LA), including attainment, risk assessment and support strategies

Temporary removal of a pupil for safeguarding

In exceptional circumstances, the headteacher may decide to temporarily prevent a pupil from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds.

This measure will only be used when:

- It is necessary to separate pupils to ensure safety, and
- There is no reasonable alternative that would allow all pupils to remain on site

Decisions will be made on a case by case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate.

Where this measure is used, the school will:

- Inform parents/carers without delay, including the reasons for the decision
- Notify the Academy Committee without delay
- Provide work for the pupil to complete at home, or work with the LA to ensure suitable education is arranged
- Support the pupil's reintegration, as soon as it is safe to do so

Informing parents/carers

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers/pupil aged 18+, 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 behaviour.

If the headteacher decides to suspend or permanently exclude a pupil, the parents/carers/pupil will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

Parents/carers/pupil will be provided with the following information in writing:

- Reason(s) for the suspension or permanent exclusion
- Length of suspension or the fact that the exclusion is permanent
- Information about the right to make representations to the Academy Committee and, the pupils involvement
- How representations should be made
- Where there is a legal requirement for the Academy Committee to hold a meeting to consider reinstatement, the right to attend, be represented and bring a friend
- Right to request that meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents/carers by the end of the afternoon session, that for the first 5 school days of the suspension or exclusion, parents/carers are legally required to ensure that their child is not present in a public place during school hours without good reason and parents/carers may be given a fixed penalty notice or prosecute if they fail to do this.

Where the headteacher has arranged alternative provision, they will also inform the parents/carers of the following:

- The start and end date for any provision of full-time education
- The address at which the provision will take place
- Any information necessary for the pupil to identify the person they should report to on the starting date

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 and Executive Director of Education

The headteacher will, without delay, notify the Academy Committee and Executive Director of Education of:

- Any permanent exclusion
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled

Informing the Local Authority (LA)

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

The notification will include:

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

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority'.

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

If a:

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

Where a looked-after child is at risk of suspension or permanent exclusion, the school will consider:

- How effectively the current personal education plan (PEP) is being implemented, and
- Whether an interim review of the PEP needs to take place
- How the school is using pupil premium plus

If the headteacher decides to suspend or permanently exclude a pupil with a social worker/ a looked after pupil, they will inform the social worker/VSH, as appropriate, without delay.

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 pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help to ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, 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/pupil, 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/pupil will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

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 permanent exclusion cannot be cancelled if the pupil 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.

Arranging education

During the first five days of a suspension, if the pupil is not attending alternative provision (AP), the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the student. Reasonable adjustments for pupils with SEN will be made to education provision, where necessary.

For any suspensions of more than five school days, the school will arrange suitable full-time education for the pupil, which will begin no later than the sixth day of suspension.

The academy will not arrange full-time education for any pupil who is currently in their final year of compulsory education and who does not have any further public examinations to sit.

It is beneficial for suspended and excluded pupils to begin their alternative education arrangements before the sixth day of suspension or exclusion; therefore, the school will always attempt to arrange alternative provision before the sixth day. Where it is

not possible to arrange alternative provision during the first five days, the school will ensure that they take reasonable steps to set and mark work for the pupil.

4.2 Academy Committee (AC)

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to a governor disciplinary committee (GDC).

The GDC has a duty to consider parents'/carers'/pupil's representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

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

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:

- Closely scrutinise patterns of all pupil movement, including suspensions, permanent exclusions, off-site direction and managed moves
- Ensure these measures are only used as a last resort
- Review any use of separation from site for safeguarding purposes
- Challenge the school's leadership team to identify and address emerging trends

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 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
- 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 pupils, and whether pupils who share any particular characteristic are suspended or permanently excluded more than others

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

Performance data and benchmarking

Governors will hold leaders to account and make informed decisions. To enable them to do so, they'll make use of performance data in the following areas:

- Pupil numbers, attendance and exclusions
- Attainment and progress
- Curriculum planning and class sizes
- Financial management and governance
- Quality assurance
- Safeguarding and wellbeing
- The school community, including staff, pupils, parents/carers and the Academy Committee

4.3 The Local Authority (LA)

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

For pupils who are 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. Grounds for suspension or exclusion

Our academies will only suspend or exclude a pupil where it is absolutely necessary and, where all other possible disciplinary sanctions, as detailed in the behaviour policy, have failed to be successful.

The following behaviour may underline the academy's decision (please note this list is not exhaustive):

- Persistent disruptive behaviour
- Physical assault against an adult
- Physical assault against a pupil
- Verbal abuse or threatening behaviour against an adult
- Verbal abuse or threatening behaviour against a pupil
- Damage
- Bullying
- Possession or use of drugs, alcohol or weapons
- Discriminatory abuse e.g. racist, homophobic, biphobic, transphobic or ableist abuse

Pupils can be suspended on a fixed-period basis or permanently excluded. Pupils can be permanently excluded following a suspension, where further evidence is presented.

Trauma informed practice

We recognise that some pupils' challenging behaviour may be a response to trauma or adverse experiences. Our approach prioritises understanding the underlying causes of behaviour while maintaining clear expectations and boundaries for all pupils.

Before considering suspension, staff will engage in restorative conversations to understand the context of the behaviour and identify any barriers preventing the pupil from meeting expectations.

Behaviour related to protected characteristics

We will take care to ensure that a decision to suspend or exclude does not involve any kind of discrimination as defined by the Equality Act 2010. We will not discriminate against students based on protected characteristics, such as disability or race.

6. Considering the reinstatement of a pupil

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

- The exclusion is permanent
- It is a suspension that 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 AC must consider any representations made by parents/carers/the pupil. However, it is not required to arrange a meeting with parents/carers/the pupil and it cannot direct the headteacher to reinstate the pupil.

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

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

- Parents/carers/pupil if aged 18 or older (and where requested, a representative or friend)
- The pupil, if aged 17 or younger
- The Headteacher
- The pupil's social worker
- The VSH
- Local Authority representative, if invited by parents/carers

The meeting can be held remotely at the request of parents/carers.

The AC 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 pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do so)

In reaching a decision, the AC will consider:

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

Decisions will always be made when applying the civil standard of proof, which is '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 pupil'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, or the pupil if they are 18 or older
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

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

- The fact that it is a permanent exclusion
- Notice of parents'/carers'/the pupil's (if they are 18 or older) 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 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/carers/the pupil 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 pupil for this appointment
- That parents/carers/the pupil must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers/the pupil may, at their own expense, appoint someone to make written and/or oral representations to the panel

That, if parents/carers/the pupil 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, 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.

7. Independent Review Panel (IRP)

If parents/carers/the pupil (if they are 18 or older) 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 pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers/pupil by the GDC 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/carers/the pupil.

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

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a 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 AC, 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 pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years

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/carers 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. The SEN expert will base their advice on the evidence provided to the panel, it does not include making an assessment of the pupil's SEND.

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 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 pupil'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 based on the relevant principles)

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 pupil within 10 school days
- Any information that the panel has directed the Academy Committee to place on the pupil's educational record

8. School registers

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

- 15 school days have passed since the parents/carers/pupil (if they are 18 or older) were notified of the GDC's decision to not reinstate the pupil, and no application has been made for an independent review panel, or
- The parents/carers/pupil 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 pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the pupil being registered at any other school) has been made for an excluded pupil 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 excluded pupils are not attending alternative provision, code E (absent) will be used.

A pupil will be registered at 1 school only. Where a managed move is agreed, the pupil's name will be removed from the admission register when the move becomes permanent. Where a pupil attends off-site provision, the original school retains responsibility for the pupil's registration unless and until a permanent move is agreed.

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 and address
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer 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/carers 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/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers 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.

9. Reintegration

9.1 Reintegration strategy

Following suspension, a period of off-site direction, separation for safeguarding purposes, or cancelled suspension or 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/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents/carers and staff of potential external support
- Considering reasonable adjustments and internal support for the pupil

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

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

9.2 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/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 pupils and their parents/carers to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

The meeting will be formally recorded and attached to the pupil's file.

10. Remote meetings

Parents/carers, or pupils if they are 18 or older, can request that a governor disciplinary committee meeting, or independent review panel be held remotely. If the parents/carers/pupil don't express a preference, the meeting will be held in person.

Requests for remote meetings may be refused where, following a risk assessment, it is considered that a remote format would not allow the meeting to be conducted fairly, transparently, or with full participation due to safeguarding reasons.

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 governing board 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 to 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

11. Criminal investigations

The Headteacher will not postpone taking a decision to suspend or exclude due to a police investigation being underway or any criminal proceedings that are in place. If the Academy Committee is required to review the Headteacher's decision, they will

also not postpone the meeting and will make a decision based on evidence available.

12. Training requirements

We will ensure that all independent review panel members and clerks have received training within the two years prior to the date of the review.

Clerks will also have an up-to-date understanding on developments in case law which are relevant to suspensions and exclusions.

13. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), 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 half term and reported back to the headteacher/governors.

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.

It is expected that trends of suspensions and exclusions applicable to particular groups are identified, reported and challenged by Academy Committee Members and Trustees. Data will be provided via Headteacher and CEO reports, at least three times a year.

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 every year. At every review, the policy will be approved by the Trust Board and distributed to individual schools.

Appendix A: Making the decision to suspend or exclude

Name of pupil	
Previous number of suspensions this year	
Pupil characteristics	SEN K EHCP LAC
Ethnicity	
Summary of the incident that occurred	
Has the pupil explained the reason for their behaviour?	
Reason for suspension or exclusion	

Points to consider	Response
Identify how the behaviour presented by the pupil meets the consequence of suspension or exclusion in the behaviour policy	
Are there any mitigating factors with regard to this incident?	Provocation from another pupil Pupil's general medical and emotional condition New to the academy and possibly unaware of the behaviour policy Encouraged by others to act inappropriately A relatively minor role in relation to others Impulsive act First offence Previous behaviour and character suggesting likely repetition of behaviour An apology for the behaviour Showing repentance and willingness to assume responsibility Admission of the offence Readiness to make restitution towards the victim(s) Pupil's experience of trauma
Are there any aggravating factors with regards to this incident?	Failure to heed warnings about similar behaviour in the past Previous warnings about the risk of suspension/exclusion Premeditated offence

<table>
<tr><td></td><td><table>
<tr><td>Use of a weapon</td><td></td></tr>
<tr><td>History of similar incidents</td><td></td></tr>
<tr><td>Witness intimidation</td><td></td></tr>
<tr><td>Victim sustaining physical injury</td><td></td></tr>
<tr><td>Victim being vulnerable</td><td></td></tr>
<tr><td>Significant support from the academy</td><td></td></tr>
<tr><td>Encouraging others to behave inappropriately</td><td></td></tr>
<tr><td>Showing no remorse or willingness to accept responsibility[1]</td><td></td></tr>
<tr><td>Not willing to co-operate or actively seeking to frustrate it</td><td></td></tr>
</table></td></tr>
<tr><td>Are there any wider issues the pupil is experiencing which may have triggered the behaviour being considered for suspension or exclusion?</td><td></td></tr>
<tr><td>Is there an appropriate alternative sanction given wider issues with the pupil and mitigating/aggravating circumstances?</td><td><table>
<tr><td>Have they been in after school learning?</td><td></td></tr>
<tr><td>If so, how many times and for how long?</td><td></td></tr>
<tr><td>Have they been in internal exclusion?</td><td></td></tr>
<tr><td>If so, how many times and for how long?</td><td></td></tr>
</table></td></tr>
<tr><td>When did the most recent parental contact take place and what was agreed/discussed?</td><td>Date:</td></tr>
<tr><td>Do they have a Pastoral Support Plan (PSP) or equivalent?

If so, what is the date of their last PSP? Has it been reviewed?</td><td>PSP:

Date:</td></tr>
<tr><td>Is the pupil on report?
If so, what level?</td><td>Yes / No
Level:</td></tr>
<tr><td>Is a request for SEN review needed?</td><td>Yes / No</td></tr>
<tr><td>If the pupil has an EHCP, is an interim review required?</td><td>Yes / No</td></tr>
<tr><td>Is a professionals meeting required?</td><td>Yes / No</td></tr>
<tr><td>Does the behaviour warrant a managed move?</td><td>Yes / No</td></tr>
<tr><td>Does the behaviour warrant a redirection to another educational provider?</td><td>Yes / No</td></tr>
</table>

[1] Consider the pupil's ability to show remorse given potential SEN or specific cultural norms.

Headteacher only: If the decision to suspend or exclude contradicts statutory and non-statutory guidance, what is the reason for this?	
Serious breaches of the behaviour policy	
Persistent breaches of the behaviour policy	
Education and welfare of other pupils affected	

Final decision	
Date(s) of suspension or exclusion	
Signed	

Administration:

Will this suspension take the pupil's total number of days missed above 5 in a term? If yes, inform the AC Chair.	
Will this suspension or exclusion result in the pupil being absent from an examination or national curriculum test. If yes, notify the AC Chair.	
Will the suspension take the pupil's total number of days missed to above 15 in a term? If yes, a GDC meeting must be arranged. Inform the AC Chair and Clerk.	
Is this a consecutive suspension which would result in the pupil being suspended for more than 5 days in total and consequently 6th day provision applies?	
Is this a potential permanent exclusion? If yes, has the education director been consulted?	
Has a permanent exclusion been issued? If yes, a GDC must be arranged. Inform the AC Chair and Clerk.	
Has the LA been informed?	
Has the suspension or exclusion been recorded on Arbor?	

Academy Committee:

The AC Chair is informed of suspensions that take the pupil's total number of days missed above 5 in a term.	
The AC Chair is informed of suspensions above 5 days.	
The AC Chair is informed of consecutive suspensions resulting in the pupil being suspended for more than 5 days in total and consequently requiring 6th day provision.	
The AC will review the data in the Headteacher's report and discuss key points at meetings.	

Appendix B: Suspensions & exclusions checklist

	Activity	Person	Day	Complete
1	Decision to suspend or permanently exclude	HT	1	
2	Inform parents/carers	HT	Without delay	
3	Inform social worker/VSH, as appropriate	HT	Without delay	
4	Log suspension or permanent exclusion on Arbor	Admin	Without delay	
5	Inform the Local Authority (LA) BCP: schoolinclusion@bcpcouncil.gov.uk Hampshire: electronic form IoW: EIS@iow.gov.uk	Admin	Without delay	
6	Liaise with the Local Authority (LA), where required	HoY DSL SENCo	Within 24 hours	
7	Inform the AC Chair of: any permanent exclusion any suspension resulting in a total of 5 or more school days in a term any suspension or permanent exclusion resulting in a pupil missing an exam	HT	Without delay	
8	**Permanent exclusions** May request that a risk assessment and an alternative provision form be completed.	HT HoY DSL SENCo	Within 24 hours of the request	
9	Information of alternative provision	HT	No later than 48 hours before the start of provision	

Requiring a Governor Disciplinary Committee (GDC)

10	Inform the clerk to convene a panel	HT	1	
11	Prepare information pack	HT	By day 5	
12	Determine meeting attendees (non-panel)	Clerk	By day 5	
13	Determine availability of those involved	Clerk	By day 5	
14	Convene an appropriate panel	Clerk	By day 5	
15	Confirm meeting date	Clerk	By day 5	
16	Create Governor Hub folder for documents	Clerk	By day 5	
17	Ensure appropriate meeting room is booked	Clerk	By day 9	
18	Finalise meeting agenda	Clerk	By day 9	
19	Letter to parents/carers confirming the meeting	Clerk	By day 9	
20	Information pack sent to parents/carers	Clerk	No later than 5 school days prior to the meeting	

21	Information pack sent to all other parties	Clerk	No later than 5 school days prior to the meeting	
22	Information pack uploaded to Governor Hub	Clerk	No later than 5 school days prior to the meeting	
23	Pre-meeting attendance	GDC Clerk	Date of meeting	
24	Formal GDC meeting	All	Date of meeting	
25	Prepare outcome letter	Clerk	Without delay	
26	GDC Chair approves outcome letter	Chair	Without delay	
27	Send outcome letter to parents/LA/social worker/VSH, as appropriate	Clerk	Without delay	
28	Draft meeting minutes	Clerk	Within 10 days of the meeting	
29	Archive documentation in Governor Hub	Clerk	Within 10 days of the meeting	
30	Request Independent Review Panel (IRP)	Parent	Within 15 days of the meeting	
31	If no IRP request submitted, remove pupil from the school register	Admin	15 school days within the meeting	