

Suspension & Permanent Exclusion Policy

Forest Skies Federation



Approved by:	COG	Date: 29.09.2026
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Version control

Item	Detail
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Approved by	Governing Body of the Forest Skies Federation
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Signed	Mr T Culpin, Chair of Governors Mr M Davies, Headteacher, Birchwood Junior School Miss N Haughton, Headteacher Miss J Bingwa, Headteacher
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Related policies	Behaviour Policy Safeguarding and Child Protection Policy SEND Policy and SEN Information Report Restrictive Physical Intervention Policy Attendance Policy Complaints Policy

What has changed in this version

- Updated to the DfE statutory guidance in force from 26 July 2026, which replaced the August 2024 version. The new guidance governs every suspension and permanent exclusion taking effect on or after that date.
- Children’s Wellbeing and Schools Act 2026 (c. 21, Royal Assent 29 April 2026) added to the legislative basis.
- Off-site direction corrected: as a maintained federation our power comes from section 29A of the Education Act 2002, not from the 2026 Regulations, which extend that power to academies and PRUs. See section 2.
- Managed moves section expanded. Trial managed moves and trial admissions are now expressly unlawful.
- Separation for safeguarding purposes set out more fully, including its basis in case law and the fact that it is not an exclusion.
- SEND duties strengthened at every decision point, reflecting the emphasis of the 2026 guidance.
- Chair of Governors named as Mr Tim Culpin. Cover approval dates corrected.
- Third-party solicitor approval mark removed from the cover.

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A note on terms

In this policy, "the Headteacher" means the headteacher of the school within the Federation to which the matter relates. Each school in the Federation has its own headteacher, and the Governing Body of the Forest Skies Federation is the governing board for all of them.

"Governing board" is used where the DfE guidance uses that term, and means the Governing Body of the Forest Skies Federation, acting through a committee of at least three governors.

1. Aims, and a note on off-rolling

We are committed to following all statutory suspension and exclusion procedures so that every child receives an education in a safe and caring environment.

The Federation aims to:

- make sure the process is applied fairly and consistently
- help governors, staff, parents, carers and pupils understand the 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.

The threshold, stated separately for each sanction

The 2026 guidance draws a clearer line between the two sanctions than earlier versions did, and this policy follows it. Suspension and permanent exclusion are not two points on the same scale, and the evidence needed for each is different.

Sanction	Threshold
Suspension	May be used where it is a proportionate response to a breach of the Behaviour Policy, to signal what is unacceptable and to show a pupil that their behaviour is putting them at risk of permanent exclusion. Where suspensions become a regular occurrence for a pupil, the Headteacher will consider whether suspension alone is an effective sanction and what additional strategies are needed.
Permanent exclusion	Used only as a last resort, and only where BOTH of the following apply: • in response to a serious breach, or persistent breaches, of the Behaviour Policy, AND • allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school. A clear, evidenced gap must be demonstrable between the point at which suspension was appropriate and the point at which permanent exclusion became necessary.

A note on off-rolling

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

- remove a pupil from the admission register without a formal permanent exclusion, or
- encourage a parent or carer to remove their child from the school, or
- retain a pupil on the admission register but not allow them to attend normally, without a formal permanent exclusion or suspension, or
- move a pupil to alternative provision where this is not in their best interests, or
- send a pupil home without formally recording a suspension, whether or not the parents or carers agree, or
- place a pupil on a part-time timetable for behavioural reasons, or
- remove a pupil from the roll without following due process.

We will not suspend or permanently exclude a pupil unlawfully by telling or forcing them to leave, by encouraging their parents or carers to remove them, or by not allowing them to attend without following the statutory procedure in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or without 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 or a disability that the school feels unable to support, or
- because of a pupil's poor academic performance, or
- because the pupil has not met a condition, such as attending a reintegration meeting.

A suspension or permanent exclusion made on any of the above grounds would itself be off-rolling.

Sending a child home is a suspension

If a pupil is sent home for behavioural reasons, for any length of time, it is a suspension and must be formally recorded as one, with all the statutory notifications that follow. This applies even where the parent or carer agrees to it, and even where it is described as a "cooling-off period", "a day at home", or "informal". There is no lawful informal version of this.

2. Legislation and statutory guidance

This policy is based on DfE statutory guidance, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, published on 26 May 2026 and in force from 26 July 2026. That version replaced the August 2024 guidance and governs all suspensions and permanent exclusions taking effect on or after 26 July 2026.

It is based on the following legislation:

- Section 51A of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Children’s Wellbeing and Schools Act 2026 (c. 21, Royal Assent 29 April 2026)
- Section 29A of the Education Act 2002, which gives the governing board of a maintained school the power to direct a pupil off site to improve their behaviour
- The Education (Educational Provision for Improving Behaviour) Regulations 2010, as modified and amended by the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026
- 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 in 2014
- The Equality Act 2010
- The Children and Families Act 2014
- Ofsted, Inspection information for state-funded schools, which defines off-rolling.

Which off-site direction power applies to us

The Forest Skies Federation is a maintained federation. Our power to direct a pupil off site to improve behaviour comes from section 29A of the Education Act 2002 and the 2010 Regulations made under it. We have had that power throughout.

The 2026 Regulations extend an equivalent power to academies and pupil referral units. They are relevant to us only because the 2026 statutory guidance is written to cover both, and because we may direct a pupil to, or receive a pupil from, an academy or AP academy. Model policies written for academy trusts often present the 2026 Regulations as the source of the power; for a maintained school that is not correct.

This policy should be read alongside the DfE’s non-statutory guidance Behaviour in schools, and the statutory guidance Arranging alternative provision.

3. Definitions

Term	Meaning
Suspension	When a pupil is removed from the school for a fixed period. Previously called a fixed-term exclusion.
Permanent exclusion	When a pupil is removed from the school permanently and taken off the admission register.
Off-site direction	When the governing board requires a pupil to attend another education setting temporarily, to improve their behaviour. This is not an exclusion.
Managed move	When a pupil is transferred to another school permanently, with the consent of all parties including parents or carers and the admission authority for the new school. Managed moves are permanent from the outset and cannot be used on a trial basis.
Separation for safeguarding purposes	When the Headteacher temporarily forbids a pupil from attending the school premises because an allegation of harm means they must be kept physically apart from another pupil. This is not an exclusion on disciplinary grounds. See section 4.1.
Cancelled exclusion	An exclusion cancelled before the governing board has met to consider reinstatement.
Parent or carer	Any person who has parental responsibility, and any person who has care of the child.
School day	As defined by section 579 of the Education Act 1996. A lunchtime suspension counts as half a school day.

4. Roles and responsibilities

4.1 The Headteacher

Deciding whether to suspend or permanently exclude

Only the Headteacher, or acting headteacher, can suspend or permanently exclude a pupil on disciplinary grounds. The decision may be made in respect of behaviour inside or outside school. This power cannot be delegated.

Before deciding whether to suspend or permanently exclude, the Headteacher will:

- consider all the relevant facts and evidence on the balance of probabilities, including whether the incident was provoked
- allow the pupil to give their version of events, considered in light of their age and understanding, unless it would not be appropriate to do so
- consider whether the pupil has special educational needs
- consider whether the pupil is especially vulnerable — for example, has a social worker, is a looked-after child, or is a previously looked-after child
- consider whether all alternative solutions have been explored: for suspensions, sanctions within the Behaviour Policy; for permanent exclusion, off-site direction or a managed move.

The Headteacher will not reach a decision until they have heard from the pupil, and will tell the pupil how their views were taken into account. Pupils who need support to express their views may do so through an advocate, such as a parent, carer or social worker.

SEND: what must be demonstrable

The 2026 guidance strengthens SEND expectations at every stage. Where a pupil has SEN or a disability, the record of the decision must be able to show:

- what the pupil's needs are and when they were identified
- what reasonable adjustments were in place, and whether they were being delivered
- whether the behaviour was related to the pupil's disability
- whether any failure to make or deliver a reasonable adjustment contributed to the incident
- what support and interventions were tried, and with what effect
- whether unmet need, rather than choice, drove the behaviour.

A decision that cannot evidence these points is vulnerable to challenge under the Equality Act 2010 and the Children and Families Act 2014.

Where there are concerns about the behaviour of, or risk of exclusion for, a pupil with SEN, a disability or an EHC plan, the school will consider with partners including the local authority what additional support or alternative placement may be needed, and will assess the suitability of provision for the pupil's needs.

Where a pupil has an EHC plan, the school will contact the local authority about behavioural concerns at an early stage and will consider requesting an early annual review before deciding to suspend or permanently exclude.

Where there is an ongoing safeguarding investigation, whether or not it includes a criminal investigation, that may result in permanent exclusion, or where a pupil has been reinstated, decisions will be made alongside the school's safeguarding duties and its duty to provide an education.

Off-site direction and managed moves

When directing a pupil off site, the Federation acts under section 29A of the Education Act 2002 and has regard to Arranging alternative provision: a guide for local authorities and schools.

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

- seek and consider the pupil's views
- be able to evidence that appropriate interventions have already been implemented
- share relevant information with the receiving setting and the local authority, including attainment data, risk assessments, SEND information and support strategies.

Trial managed moves are not lawful

The 2026 guidance states expressly that "trial managed moves" and "trial admissions" are not lawful. A managed move is permanent from the point it is agreed.

Where a temporary placement is what is actually needed to support behaviour improvement, the correct mechanism is an off-site direction, not a managed move described as a trial.

A pupil is registered at one school only. Where a managed move is agreed, the pupil's name is removed from our admission register when the move takes effect. During an off-site direction, this school retains responsibility for registration.

Where a managed move is being considered for a pupil with a social worker, the school will inform, at the earliest opportunity, the social worker, the Designated Safeguarding Lead, and the parents or carers unless doing so would create a safeguarding risk. For a looked-after child, the Virtual School Head will be informed.

If a managed move is agreed as being in the pupil's best interests, both schools will work together to review and amend any personal education plan.

Separation for safeguarding purposes

In exceptional circumstances the Headteacher may temporarily prevent a pupil from attending the school site for safeguarding reasons — for example, where an allegation of harm by one pupil against another means the two must be kept physically apart and there is no way to do so on site.

This is not an exclusion on disciplinary grounds. The power has its roots in case law (*R (CHF) v Newick CE Primary School* [2021] EWHC 2513 (Admin)) and is set out explicitly in the 2026 statutory guidance for the first time.

This measure will only be used where:

- 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 are made case by case, led by the Designated Safeguarding Lead and informed by multi-agency working where appropriate. Where this measure is used, the school will:

- inform parents or carers without delay, including the reasons
- notify the governing board without delay
- provide work for the pupil at home, or work with the local authority to arrange suitable education
- keep the arrangement under active review and support reintegration as soon as it is safe
- record it as a safeguarding separation, not as a suspension.

Do not use this as a substitute for a suspension

Separation for safeguarding purposes exists for a narrow situation: two pupils who must be kept apart while an allegation is investigated. Using it because a pupil's behaviour is difficult, or because a suspension would be awkward to record, is off-rolling. The governing board reviews every use of this power.

Informing parents and carers

If a pupil is at risk of suspension or permanent exclusion, the Headteacher will inform the parents or carers as early as possible, so that the school and family can consider together what factors may be affecting behaviour and what further support could be put in place.

If the Headteacher decides to suspend or permanently exclude, parents and carers will be told in person or by telephone, without delay, of the period and the reasons. They will also be given the following in writing, without delay:

- the reasons for the suspension or permanent exclusion
- the length of the suspension, or, for a permanent exclusion, the fact that it is permanent
- their right to make representations to the governing board, and how to make them
- where there is a legal requirement for the governing board to meet, their right to attend, to be represented at their own expense, and to bring a friend
- their right to request that the meeting be held remotely, and how and to whom to make that request.

If the pupil is of compulsory school age, the Headteacher will also notify parents and carers without delay, and by the end of the afternoon session on the first day, that:

- for the first five school days of the suspension or exclusion (or until alternative provision starts, or the suspension ends, if earlier) they are legally required to ensure their child is not present in a public place during school hours without good reason, specifying which days this applies to
- they may be given a fixed penalty notice or prosecuted if they fail to do so.

If alternative provision is being arranged, the written notification will include the start date, the address, the person to report to on arrival, the duration, the reasons for and objectives of the placement, and the session times, including break times where two sessions a day are provided.

If the Headteacher does not have all the alternative provision details by the end of the first afternoon session, they can provide them later, without delay and no later than 48 hours before the provision starts. The only exception is where provision starts before the sixth day, in which case less notice may be given with the parents' or carers' consent.

Informing the governing board

The Headteacher will notify the governing board without delay of:

- any permanent exclusion, including where a suspension is followed by a decision to permanently exclude
- any suspension or permanent exclusion that would take the pupil above a total of five school days (or more than ten lunchtimes) in a term
- any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- any cancelled suspension or permanent exclusion, and the reason
- any use of separation for safeguarding purposes.

Informing the local authority

The Headteacher will notify the local authority of all suspensions and permanent exclusions without delay, regardless of length, including the reasons and the length or the fact that it is permanent. For a permanent exclusion where the pupil lives outside the local authority in which the school sits, the Headteacher will also inform the pupil's home authority without delay. Cancelled exclusions must also be notified without delay, with the reason.

Informing the social worker and Virtual School Head

Where a pupil with a social worker, or a looked-after child, is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker or the Virtual School Head as early as possible, so that they can work together on what is affecting behaviour and what support could help.

Where a looked-after child is at risk, the school will consider how effectively the personal education plan is being implemented, whether an interim review is needed, and how Pupil Premium Plus is being used.

If the Headteacher decides to suspend or permanently exclude such a pupil, they will inform the social worker or Virtual School Head without delay of the decision, the reasons, the length or the fact it is permanent, whether it affects the pupil's ability to sit a test or exam, and any subsequent cancellation and the reason for it.

The social worker and Virtual School Head will be invited to any governing board meeting about the matter, so that they can advise on how the pupil's background and circumstances may be relevant and make sure safeguarding needs, risks and welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun or has not yet begun, but only where the governing board has not yet reviewed it. Where there is a cancellation:

- the parents or carers, governing board and local authority will be notified without delay, with the reason
- any social worker and Virtual School Head will be notified without delay
- the governing board's duty to meet and consider reinstatement ceases
- parents and carers will be offered a meeting with the Headteacher to discuss the cancellation, arranged without delay
- the pupil will be allowed back into school without delay.

Days already spent out of school before the cancellation 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 would have been by the time the cancellation takes effect.

Education during the first five days

Where the pupil is not attending alternative provision, the Headteacher will ensure that achievable and accessible work is set and marked. Where the pupil has SEND, reasonable adjustments will be made to that provision. Where the pupil is looked after or has a social worker, the school will work with the local authority to arrange alternative provision from the first day; where that is not possible, the school will take reasonable steps to set and mark work.

4.2 The governing board

Responsibilities for considering suspensions and permanent exclusions are exercised by a committee of at least three governors, none of whom has had prior involvement in the matter. The step-by-step process is at Appendix 2.

The governing board has a duty to consider any representations made by parents or carers about a suspension or permanent exclusion, and a duty to consider reinstatement in the circumstances set out in sections 5 and 6.

Within 14 days of receiving a request, the governing board will provide the Secretary of State and the local authority with information about any suspensions or exclusions in the last 12 months.

For any suspension of more than five school days, the governing board will arrange suitable full-time education, beginning no later than the sixth day of the suspension.

Monitoring and analysing data

The 2026 guidance places increased emphasis on governing board oversight. The governing board will review, challenge and evaluate data on the Federation's use of suspension, permanent exclusion, off-site direction, managed moves and safeguarding separation. It will:

- scrutinise patterns of all pupil movement, not only formal exclusions
- satisfy itself that these measures are used only as a last resort
- review every use of separation from site for safeguarding purposes
- challenge leaders to identify and address emerging trends.

The governing board will consider:

- how effectively and consistently the Behaviour Policy is being implemented
- the school register and absence codes
- instances where pupils receive repeat suspensions
- interventions in place for pupils at risk
- variations in the rolling average of permanent exclusions
- the timing of moves and permanent exclusions, and any patterns suggesting policies or support are not working
- the characteristics of suspended and permanently excluded pupils, and whether pupils sharing a particular characteristic are affected more than others
- whether off-site placements are reviewed often enough to assure the board that the education is achieving its objectives
- the cost implications of directing pupils off site.

4.3 The local authority

For permanent exclusions, the local authority 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 local authority and the school will work together to arrange suitable full-time education from the first day.

5. Considering the reinstatement of a pupil

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

- the exclusion is permanent, or
- 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 the pupil missing a public exam or National Curriculum test.

Where a suspension does not bring the pupil's total above five days in a term, the governing board must consider any representations made by parents or carers, but is not required to arrange a meeting and cannot direct reinstatement.

Where a pupil has been suspended for more than five but not more than 15 school days in a term and the parents or carers make representations, the governing board will consider and decide on reinstatement within 50 school days of receiving notice. If no representations are made, the board is not required to meet and cannot direct reinstatement.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the governing board will, so far as reasonably practicable, decide before the date of the exam or test. If that is not practicable, the Chair (or Vice-Chair if necessary) may consider it and decide.

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

- parents and carers, and where requested a representative or friend
- the pupil, if aged 17 or under and where appropriate to their age and understanding, and where requested a representative or friend
- the Headteacher
- the pupil's social worker, if they have one
- the Virtual School Head, if the pupil is looked after
- a representative of the local authority.

The meeting can be held remotely at the request of parents or carers — see section 9.

The governing board will try to arrange the meeting within the statutory time limits and at a time that suits all relevant parties. Its decision will not be invalid simply because it was not made within those limits.

The governing board can either decline to reinstate, or direct reinstatement immediately or on a particular date, except where it cannot do so as set out above.

In reaching a decision, the governing board will consider:

- whether the decision to suspend or permanently exclude was lawful, reasonable and procedurally fair
- whether the Headteacher followed their legal duties, including under the Equality Act 2010
- the welfare and safeguarding of the pupil and their peers
- any evidence presented to the board.

It will decide whether a fact is true on the balance of probabilities. The clerk or governance professional will be present when the decision is made. Minutes will be taken and a record kept of the evidence considered. The outcome will be recorded on the pupil's educational record with copies of relevant papers.

The governing board will notify the parents and carers, the Headteacher, any social worker, the Virtual School Head where relevant, the local authority and the pupil's home authority in writing of its decision and the reasons, without delay.

Where a permanent exclusion is upheld

Where the exclusion is permanent and the governing board decides not to reinstate, the notification will also include:

- the fact that it is a permanent exclusion
- notice of the right to ask for the decision to be reviewed by an independent review panel
- the date by which an application must be made — 15 school days from the date written notice of the decision is given
- the name and address to which an application and any written evidence should be sent
- that the application should set out the grounds, including where appropriate how the pupil's SEN are considered relevant
- that, whether or not the pupil has recognised SEN, parents and carers have the right to require the local authority to appoint an SEN expert, at no cost to them, and must say so in the application
- details of the SEN expert's role
- that parents and carers may, at their own expense, appoint someone to make written or oral representations
- that if they believe the permanent exclusion resulted from unlawful discrimination they may claim under the Equality Act 2010 to the First-tier Tribunal (SEND) for disability discrimination, or the county court for other forms, and that such a claim should be lodged within six months of the alleged discrimination.

6. Independent review

If parents or carers apply for an independent review within the legal timeframe, the local authority will, at its own expense, arrange for an independent panel to review the governing board's decision not to reinstate.

Applications must be made within 15 school days of notice being given of the decision not to reinstate, or, if later, within 15 school days of the final determination of a discrimination claim under the Equality Act 2010 relating to the permanent exclusion. Applications outside that timeframe will be rejected.

Independent reviews can be held remotely at the request of parents or carers — see section 9.

Panel composition

A panel of three or five members will be constituted with representatives from each category below. Where five members are appointed, two will come from the governor category and two from the headteacher category. The required representation must be maintained at all times during the review.

- a lay member to chair, who has not worked in any school in a paid capacity, disregarding experience as a school governor or volunteer
- current or former school governors who have served for at least 12 consecutive months in the last five years, provided they have not been teachers or headteachers during that time
- headteachers, or people who have been a headteacher within the last five years.

A person may not serve on a review panel if they:

- are a member of the local authority of the excluding school
- are the headteacher of the excluding school, or have held that post in the last five years
- are an employee of the local authority or the governing board of the excluding school, unless employed as a headteacher at another school
- have, or have ever had, any connection with the local authority, school, governing board, parents, carers, pupil or the incident that might reasonably raise doubts about their impartiality
- have not had the required training within the last two years — see Appendix 1.

What the panel must do

The panel must consider the interests and circumstances of the pupil, including the circumstances of the permanent exclusion, and have regard to the interests of other pupils and people working at the school.

Taking account of the pupil's age and understanding, the pupil or their parents or carers will be made aware of their right to attend and participate, and the pupil should be enabled to make representations on their own behalf if they wish.

- Where an SEN expert is present, the panel must seek and have regard to their view of how SEN may be relevant to the permanent exclusion.
- Where a social worker is present, the panel must have regard to their representations on how the pupil's experiences, needs, safeguarding risks or welfare may be relevant.
- Where a Virtual School Head is present, the panel must have regard to their representations on how the child's background, education and safeguarding needs were considered by the Headteacher, or are relevant to the exclusion.

The panel's decision

Following its review, the panel will do one of the following:

- uphold the governing board's decision
- recommend that the governing board reconsiders reinstatement
- quash the decision and direct the governing board to reconsider reinstatement, but only if it judges the decision was flawed against the relevant principles.

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

In deciding whether the decision was flawed, and so whether to quash it, the panel must take account only of evidence available to the governing board at the time, including evidence the panel considers would or should have been available and ought to have been considered had the board been acting reasonably. If evidence is presented that the panel considers it unreasonable to expect the board to have known about, the panel can take it into account when deciding whether to recommend reconsideration.

The decision may be reached by majority vote; in the event of a tie the chair has the casting vote. The panel will notify all parties in writing without delay, including:

- the decision and the reasons for it
- where relevant, details of any financial readjustment or payment if the governing board does not subsequently offer reinstatement within 10 school days
- any information the panel has directed be placed on the pupil's educational record.

7. School registers

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

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

Where an application has been made within 15 school days, the governing board will wait until the review has concluded before removing the pupil's name.

Attendance coding

Situation	Code
Alternative provision made for an excluded pupil, being an approved educational activity that does not involve registration at another school, and the pupil attends	Code B (education off-site)
Off-site direction to another school or educational establishment	Code D (dual registration)
Excluded pupil not attending alternative provision	Code E (absent)

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

Making a return to the local authority

Where a pupil's name is to be removed because of a permanent exclusion, the school will make a return to the local authority including:

- the pupil's full name and address
- the full name and address of any parent or carer with whom the pupil normally resides
- at least one telephone number for that parent or carer in an emergency
- the grounds for deletion from the admission register
- details of any new school, including its name and the first date of attendance, if known
- details of any new address, the parent or carer the pupil will live there with, and the date, if the school has been informed.

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

8. Returning from a suspension, off-site direction or safeguarding separation

8.1 Reintegration strategy

Following a suspension, a period of off-site direction, a separation for safeguarding purposes, or a 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 or health needs.

The following may be used as part of the strategy:

- maintaining regular contact during the absence and welcoming the pupil back
- a reintegration meeting with the Headteacher and the pastoral lead or SENDCO before or on the day of return
- an individual behaviour plan created or updated and discussed with parents and carers
- a risk assessment created or updated and discussed with parents and carers
- daily contact in school with a designated pastoral professional
- mentoring through school support such as Commando Joe's, ELSA or art therapy
- regular reviews with the pupil and parents to praise progress and address concerns early
- informing the pupil, parents and staff of potential external support.

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

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

8.2 Reintegration meetings

The school will explain the reintegration strategy to the pupil in a meeting before or on their return, communicating that they are getting a fresh start and are a valued member of the school community.

The pupil, parents and carers, a member of senior staff and any other relevant staff will be invited. The meeting can proceed without the parents or carers if they cannot or do not attend.

The school expects returning pupils and their parents and carers to attend, but a pupil who does not attend will not be prevented from returning to the classroom. Making return conditional on attendance at a reintegration meeting would be unlawful.

9. Remote access to meetings

Parents and carers can request that a governing board meeting or independent review panel be held remotely. If they do not express a preference, the meeting will be held in person.

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

Where extraordinary or unforeseen circumstances mean it is not reasonably practicable to meet in person, the meeting will be held remotely. Remote meetings are subject to the same procedural requirements as in-person meetings.

Before agreeing that a meeting may proceed remotely, the governing board and the local authority will make sure that:

- all participants have access to technology allowing them to hear, speak, see and be seen
- all participants will be able to participate fully
- the meeting can be held fairly and transparently.

Social workers and the Virtual School Head always have the option of joining remotely, whether or not the meeting is in person, provided the conditions above are met.

The meeting will be rearranged as an in-person meeting without delay if technical issues arise that cannot reasonably be resolved and that compromise participants' ability to contribute effectively, or prevent the meeting running fairly and transparently.

10. Monitoring arrangements

The Federation will collect data on:

- attendance, permanent exclusions and suspensions
- use of off-site direction, alternative provision and managed moves
- use of separation for safeguarding purposes
- anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences.

The data will be analysed every half term by the Headteacher and pastoral lead, and reported to the governing board. It will be analysed at school level, by year group, by time of day, week and term, and by protected characteristic.

The Federation will use this analysis to make sure it is meeting its duties under the Equality Act 2010. Where patterns or disparities between groups of pupils are identified, it will review its policies to address them.

This policy will be reviewed by the Headteacher annually and approved by the governing board at every review.

11. Links with other policies

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy and SEN Information Report
- Restrictive Physical Intervention Policy
- Attendance Policy
- Complaints Policy — a complaint about how the Behaviour Policy was applied may be made under that procedure; a challenge to an exclusion decision itself may not, and follows the statutory route in sections 5 and 6 of this policy.

Appendix 1 — Independent review panel training

The local authority must make sure that all members of an independent review panel, and clerks or governance professionals, have received training within the two years before 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, including how the principles applicable in 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 or governance professional
- the duties of headteachers, governing boards and the panel under the Equality Act 2010
- the effect of section 6 of the Human Rights Act 1998, and the need to act compatibly with the rights protected by that Act.

Appendix 2 — Governing board process, step by step

Replaces the flowchart in the previous version. Follow in order.

Step	What happens
1. Notification received	The Headteacher notifies the governing board without delay. The clerk records the date of receipt — this starts the clock.
2. Does the board have a duty to meet?	YES if: the exclusion is permanent; OR the suspension takes the pupil above 15 days in a term; OR the pupil would miss a National Curriculum test or public exam. MEET ONLY IF REPRESENTATIONS ARE MADE if the suspension takes the pupil above 5 but not above 15 days in a term. NO DUTY TO MEET if 5 days or fewer in a term — but representations must still be considered.
3. Constitute the committee	At least three governors, none with prior involvement in the matter or the circumstances surrounding it. If too few are eligible, the clerk sources governors from another school or through Governor Services.
4. Convene	Within 15 school days of notice for a permanent exclusion or a suspension over 15 days. Within 50 school days where representations are made about a suspension of 5 to 15 days. Invite parents and carers, the pupil where appropriate, the Headteacher, any social worker, the Virtual School Head and the local authority. Offer a remote meeting on request.
5. Consider	Was the decision lawful, reasonable and procedurally fair? Did the Headteacher follow their legal duties, including the Equality Act 2010? Were the pupil's SEND properly considered and reasonable adjustments evidenced? Facts decided on the balance of probabilities.
6. Decide	Decline to reinstate, or direct reinstatement immediately or on a set date. Clerk present for the decision. Minute it, and record the evidence considered.
7. Notify	In writing, without delay, with reasons, to parents and carers, the Headteacher, any social worker, the Virtual School Head, the local

	authority and the home authority. For an upheld permanent exclusion, include everything listed in section 5.
8. Record	Outcome recorded on the pupil's educational record with copies of relevant papers. Reported into the termly monitoring data.

Appendix 3 — Key timescales at a glance

Requirement	Timescale
Notify parents or carers of a suspension or permanent exclusion	Without delay, in person or by phone, then in writing without delay
Notify parents of the public place duty	By the end of the afternoon session on the first day
Notify the governing board, local authority, social worker and VSH	Without delay
Alternative provision details, where not given on day one	No later than 48 hours before the provision starts
Full-time education arranged for a suspension of more than 5 days	From the sixth day of the suspension
Full-time education arranged by the LA after a permanent exclusion	From the sixth school day; from day one if looked after or has a social worker
Governing board decision — permanent exclusion, or suspension over 15 days in a term	Within 15 school days of notice
Governing board decision — suspension of 5 to 15 days where representations made	Within 50 school days of notice
Application for an independent review panel	Within 15 school days of written notice of the decision not to reinstate
Removal from the admission register after a permanent exclusion	After 15 school days if no review applied for, or once a review concludes
Return to the LA on removal from the register	As soon as grounds are met, and no later than removal of the name
Information to the Secretary of State and LA on request	Within 14 days
Reinstatement offer following a quashed decision	Within 10 school days, or financial readjustment may apply
Equality Act discrimination claim	Within 6 months of the alleged discrimination
Independent review panel member training	Within the 2 years before the review
Maximum suspension in a school year	45 school days