



The Tiffin Girls' School

SUSPENSION AND PERMANENT EXCLUSION POLICY

REVISED July 2026

Approved by: Governing Board

INTRODUCTION

1. The policy references the latest statutory guidance: "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" (July 2026). Whilst the policy outlines the school's response, the DfE statutory guidance at the time will inform the process the school follows.
2. Good behaviour is essential to ensure that all students benefit from the education provision of the school. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for Headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. It is important, however, to be clear that suspensions and permanent exclusions are sometimes necessary, but in most cases permanent exclusion will be the last resort after a range of measures have been tried to improve the student's behaviour.
3. The Tiffin Girls' School (the School) vision is to provide 'an intellectually stimulating and outward-facing School, enabling students to flourish and contribute to society'. Our motto of 'sapere aude – dare to be wise' is embodied in our core values of 'Community' (Collaboration, Celebration of diversity & Active citizens), 'Love of Learning' (Inspiration, Embrace knowledge and Creative & Critical Thinking) and 'Character' (Integrity & Respect, Courage & Resilience and Independence & Initiative). As such, all members of our community are committed to contributing to the ethos of the School in a responsible and meaningful way.
4. We aim to provide a stimulating learning environment that varies according to the age of the learner across the whole curriculum. We recognise that the curriculum is subject to imposed and developing change. We aim to be in a position to maximise individual potential and ensure that students of varied levels of ability and attitudes to learning within our high ability context and staff at differing stages in their career are well equipped to meet the challenges of education, work and life.
5. This will be achieved by:
 - A culture that supports and promotes the School's vision and values
 - Designing a curriculum to promote a full range of learning, thinking and life skills
 - Providing a broad, balanced relevant and challenging curriculum that meets the high academic aspirations of all students, individuals and groups
 - Using flexible and responsive teaching and learning methods to support all learners, including EHCPs, IEPs, Safety Plans. Applying the principles of quality first teaching.
 - Equipping students with the skills, knowledge and attitudes necessary to fulfil their potential and develop as forward thinking and resilient members of society
 - Developing a close partnership within and with the whole community, including all stakeholders
6. Within the context of being an academically selective school, we aim to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of students within school,

aligned with the protected characteristics outlined in the Equality Act 2010 and the school's Equality Policy. These groups include:

- Students who are travellers, asylum seekers or refugees
- Students from any ethnicity, culture, religious affiliation or faith background, national origin or national status
- Students who have English as an additional language
- Students who have Special Educational Needs or Disabilities
- Students who are gifted and talented
- Students who are current or previously Looked After Children
- Students who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress
- Students who identify as LGBT

7. We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students and staff members
- Providing high quality pastoral care, support and guidance, driven by the leadership team
- Safeguarding the health, safety and welfare of students and staff
- Listening and responding to the concerns of learners and parents/carers
- Taking care to balance the needs of all members of the school community

8. In most cases permanent exclusion will be the last resort after a range of measures have been tried to improve the student's behaviour. A permanent exclusion would normally be used:

- For a major first offence, such as serious actual or threatened violence, sexual abuse or assault, supplying banned substances, carrying an offensive weapon or other high level behaviours as outlined in the School's Behaviour for Learning Policy
- Where allowing a student to remain in school would be seriously detrimental to the education of other students, to the welfare of other students, staff or of the student themselves
- More usually it follows a series of breaches of the School's disciplinary code and after a range of strategies to resolve the student's disciplinary problems have been tried and have failed
- When the behaviour of students outside school is such that it can be considered as grounds for permanent exclusion

AIMS

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

10. The School aims to:

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

11. We will not suspend or exclude students unlawfully by directing them off site, or not allowing students to attend school:

- Without following the statutory procedure set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the School feels unable to support
- Due to poor academic performance

- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the School

12. The School is aware that off-rolling is unlawful. Ofsted defines off-rolling as: “The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.” Examples of off-rolling are, retaining a student on the register but not allowing them to attend normally without a formal exclusion, or encouraging a sixth-form student not to continue their course for the school's interest.
13. Off-site direction is when a student is required to attend another education setting temporarily to improve their behaviour.
14. The governing board is responsible for arranging off-site direction under the law. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. The governing board must provide a written notice to parents including:
 - a. The address of the provision and the specific person the student should report to.
 - b. The reasons for and **objectives** of the placement.
 - c. Specific session times, including morning/afternoon start and finish times and break times.
15. The governing board must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time.
16. Parents now have a right to request a review meeting, which the board must comply with as soon as practicable, provided one has not been held in the previous 10 weeks.
17. The School will temporarily forbid a student from attending school premises if there is a need to separate two or more students for safeguarding purposes. This protocol will only be used in rare and justified circumstances where separating students is essential and there is no practical way to allow one or more students involved to remain on school premises. In such scenarios, the **local authority must arrange education for the student if the school or parent does not do so. The Designated Safeguarding Lead would take a** lead role in the decision making. This would not be considered an exclusion on disciplinary grounds.
18. The Governing Board will be notified without delay by the school when a student is temporarily forbidden from the premises for safeguarding purposes.

LEGISLATION AND STATUTORY GUIDANCE

19. 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 (comes into force from 26 July 2026).
20. It is based on the following legislation, which outlines schools' powers to exclude students:
 - Section 51a of the Education Act 2002, as amended by the Education Act 2011
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

21. In addition, the policy is based on and should be read alongside:
- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded students
 - 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
 - Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026
 - The Equality Act 2010
 - Children and Families Act 2014
 - Children's Wellbeing and Schools Act 2026
 - Keeping Children Safe in Education (KCSIE)
 - Working Together to Improve School Attendance (2024)
22. This policy complies with the School's funding agreement and articles of association.

DEFINITIONS

23. **Suspension** – when a student is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
24. **Permanent exclusion** – when a student is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.
25. **Cancelled exclusion**- an exclusion cancelled *before* the governing board has met to consider reinstatement.
26. **Off-site direction** – when a Governing Board of a maintained school requires a student to attend another education setting temporarily, to improve their behaviour.
27. **Parent** – any person who has parental responsibility and any person who has care of the child.
28. **Managed move** – when a student is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

ROLES AND RESPONSIBILITIES

The Headteacher:

Deciding whether to suspend or exclude

29. Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.
30. A decision to permanently exclude a student will be taken only:
- In response to serious or persistent breaches of the School's behaviour policy, **and**
 - If allowing the student to remain in school would seriously harm the education or welfare of others

- 31.** Before deciding whether to suspend or exclude a student, the Headteacher will:
- Consider all the relevant facts and evidence and apply the civil standard of proof, i.e. ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt’, including whether the incident(s) leading to the suspension or exclusion were provoked
 - Take the student’s views into account, considering these in light of their age and understanding
 - Consider whether the student has special educational needs (SEN)
 - Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
 - Consider whether all alternative solutions have been explored, such as off-site direction or managed moves. The law does not allow for a ‘trial admissions’ or ‘trial managed move’. If a temporary move is needed, off-site direction must be used instead. If a managed move is agreed then we will ensure comprehensive information sharing, including current risk assessments and advice on effective ongoing risk management or support strategies for the student.
 - Before a managed move:
 - The original school should involve the student– support them to share their views and explain how you'll consider this as part of the decision-making process.
 - The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments
 - The original school and the new school should make sure that relevant information is shared between them and the LA as appropriate, including:
 - Data on prior and current attainment
 - Academic potential
 - A current risk assessment
 - Advice on effective ongoing risk management and/or other pupil support strategies
- 32.** The Headteacher will consider the views of the student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.
- 33.** Students 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.
- 34.** The Headteacher will not reach their decision until they have heard from the student, and will inform the student of how their views were taken into account when making the decision.

Informing parents (or the student if aged 18 years or older)

- 35.** If a student is at risk of suspension or exclusion the Headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the student’s behaviour, and what further support can be put in place to improve the behaviour.
- 36.** If the Headteacher decides to suspend, exclude or temporarily forbid a student from attending school, the parents and/or social worker and/or Virtual School Head (VSH) will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.
- 37.** Parents will also be provided with the following information in writing, without delay:
- The reason(s) for the suspension or 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 Governing Board and how the student may be involved in this
 - How any representations should be made

- Where there is a legal requirement for the Governing Board to hold a meeting to consider the reinstatement of a student, and that parents (or the student if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend
- That parents/the student have the right to request that the meetings be held remotely, and how and to whom they should make this request

- 38.** The Headteacher 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 five 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
 - In the case of vulnerable students, the school and LA will work together to arrange Alternative Provision (AP) from the first day following the suspension or permanent exclusion for a looked-after child or a child with a social worker.
- 39.** If alternative provision is being arranged, including both off-site direction or a managed move , the following information will be included, if possible:
- The start date for any provision of full-time education that has been arranged
 - The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
 - The address at which the provision will take place
 - Any information the student needs in order to identify the person they should report to on the first day
- 40.** If the Headteacher 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.
- 41.** 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 Governing Board

- 42.** The Headteacher will, without delay, notify the Governing Board of:
- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
 - Any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than five school days (or more than 10 lunchtimes) in a term
 - Any suspension or permanent exclusion which would result in the student missing a National Curriculum test or public exam
- 43.** The Headteacher will notify the Governing Board once per term of any other suspensions of which they have not previously been notified.

44. The Governing Board will be notified "without delay" for every cancellation of a suspension. Then the governing body will be notified once per term of the overall number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the Local Authority (LA)

45. The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.
46. 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
47. For a permanent exclusion, if the student lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it. The headteacher must notify without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

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

48. If a:
- Student with a social worker is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker without delay
 - Student who is a looked-after child (LAC) is at risk of suspension or exclusion, the Headteacher will inform the VSH without delay
49. This is in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.
50. If the Headteacher decides to suspend or permanently exclude a student with a social worker / a student who is looked after, they will inform the student's social worker / the VSH, as appropriate, without delay, that:
- They have decided to suspend or permanently exclude the student
 - The reason(s) for the decision
 - The length of the suspension or, for a permanent exclusion, the fact that it is permanent
 - The suspension or permanent exclusion affects the student's ability to sit a National Curriculum test or public exam (where relevant)
 - They have decided to cancel a suspension or permanent exclusion, and why (where relevant)
 - The school and LA will work together to arrange Alternative Provision (AP) from the first day following the suspension or permanent exclusion. If AP cannot be arranged during the first five school days the school will take reasonable steps to set and mark work for the student, ensuring the work is accessible and achievable.
51. The social worker / VSH will be invited to any meeting of the Governing Board about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the student's welfare are taken into account.

Cancelling suspensions and permanent exclusions

- 52.** The Headteacher may cancel a suspension or permanent exclusion that has already begun, and before the Governing Board meet. Where there is a cancellation:
- The parents (or the student if aged 18 years or older), Governing Board 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
 - Parents (or the student if aged 18 years or older), must be offered the opportunity to meet with the Headteacher to discuss the cancellation
 - As referred to above, the Headteacher will report to the Governing Board once per term on the number of cancellations
 - The student 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 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.

Providing education during the first five days of a suspension or permanent exclusion

- 53.** During the first five days of a suspension, if the student 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. Online pathways such as Google Classroom or Oak Academy may be used for this. If the student has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.
- 54.** If the student is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the School will take reasonable steps to set and mark work for the student, including the use of online pathways.

The Governing Board:

Considering suspensions and permanent exclusions

- 55.** The Governing Board has a duty to consider parents' (or the student's if aged 18 years or older) representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student (see sections 5 and 6) in certain circumstances. This duty is delegated to the Appeals Committee of the Governing Board as per the Governance Terms of Reference.
- 56.** Within 14 days of receiving a request, the Governing Board will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.
- 57.** For any suspension of more than five school days, the Governing Board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension.
- 58.** The Governing Board does not have to arrange such provision for students in their final year of compulsory education who do not have any further public exams to sit.

Monitoring and analysing suspensions and exclusions data

- 59.** Governing body should routinely challenge and evaluate what the school's data indicates about student movement. This includes carefully considering the levels and characteristics of students leaving the school, whether through permanent exclusion, removal

from the admission register, off-site direction, or any other form of pupil movement to ensure that such actions are taken only, when necessary, as a last resort. They should deploy maximum challenge to school leadership to understand these movements and identify any emerging patterns that may require further scrutiny or action.

60. The Governing Board will consider:

- How effectively and consistently the School's Behaviour for Learning Policy is being implemented
- The school register and absence codes
- Instances where students receive repeat suspensions
- Interventions in place to support students at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- 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 students, and why this is taking place
- Whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it
- The cost implications of directing students off-site
- Data on off-site directions and managed moves
- That permanent exclusion is only used when necessary as a last resort
- Whether placements for students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives
- Understanding and making use of performance data in the following areas to hold
 - school leaders to account and to make informed decisions:
 - student numbers, attendance, and exclusions
 - attainment and progress
 - curriculum planning and class sizes
 - financial management and governance
 - quality assurance
 - safeguarding and well-being
 - the school community, including staff, pupils, parents, and the governing board
 - building an evidence base from the most recent and accessible data to identify successes and root causes of problems
 - using data to benchmark and analyse trends to improve educational and financial outcomes

The Local Authority (LA):

- 61.** 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.
- 62.** For students who are LAC 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 exclusion.

Considering the reinstatement of a student

- 63.** The Appeals Committee will consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the suspension or exclusion if:
- The exclusion is permanent

- It is a suspension which would bring the student's total number of days out of school to more than 15 in a term; or
 - It would result in a student missing a public exam or National Curriculum test
- 64.** Where the student has been suspended for more than five days, but no more than 15 days, in a single term, and the parents make representations to the board, the Appeals Committee will consider and decide the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. The board may also consider and decide on reinstatement if the parents do not make representations.
- 65.** Where a suspension or permanent exclusion would result in a student missing a public exam or National Curriculum test, the Appeals Committee will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the Appeals Committee may consider the suspension or permanent exclusion and decide whether or not to reinstate the student.
- 66.** Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension or permanent exclusion to more than five in a term, the Appeals Committee:
- Must consider any representations made by parents
 - Must arrange the meeting to consider the representations within a reasonable amount of time
 - Can consider reinstatement in the absence of representations from parents
- 67.** The following parties will be invited to a meeting of the Appeals Committee and allowed to make representations or share information:
- Parents, or the student if they are 18 or over (and, where requested, a representative or friend)
 - The student, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend). More than one friend or representative can be permitted to accompany, having regard to a reasonable limit on numbers attending the meeting
 - The Headteacher
 - The student's social worker, if they have one
 - The VSH, if the student is looked after
 - Governing board meetings can be held remotely at the request of parents, (or the student if aged 18 years or older). See paragraphs 96-100 for more details on remote access to meetings.
- 68.** The Appeals Committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.
- 69.** The Appeals Committee can either:
- Decline to reinstate the student, or
 - Direct the reinstatement of the student immediately, or on a particular date
- 70.** In reaching a decision, the Appeals Committee will consider:
- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
 - Whether the Headteacher followed their legal duties
 - The welfare and safeguarding of the student and their peers
 - Any evidence that was presented to the Governing Board
- 71.** They will decide whether or not a fact is true 'on the balance of probabilities'.

72. Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the student's educational record, and copies of relevant papers will be kept with this record.
73. The Appeals Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:
- The parents, or the student, if they are 18 or older
 - The Headteacher
 - The student's social worker, if they have one
 - The VSH, if the student is looked after
 - The local authority
 - The student's home authority, if it differs from the School's
74. Where the Appeals Committee has decided not to reinstate a student who has been permanently excluded, the notification of 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 Governing 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, it should include reference to how the student's special educational needs (SEN) are considered to be relevant to the permanent exclusion
 - That, regardless of whether the excluded student has recognised SEN, parents have a right to require the School 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 for this appointment
 - That parents must make clear if they wish for an 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

INDEPENDENT REVIEW

75. If parents apply for an independent review within the legal timeframe, the School will arrange for an independent panel to review the decision of the Appeals Committee not to reinstate a permanently excluded student.
76. Applications for an independent review must be made within 15 school days of notice being given to the parents by the Appeals Committee of its decision to not reinstate the student or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.
77. A panel of three or five members will be constituted with representatives from each of the categories below. Where a five-member panel is constituted, two members will come from the

school governor category and two 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 five years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last five years

78. A panel meeting can be held remotely if requested by the parents, provided the governing board are satisfied the meeting is being held fairly and transparently. In person meetings should still be the default

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

- Are a member or director of the academy trust of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last five years
- Are an employee of the academy trust, or the Governing Board, 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, Governing Board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last two years (see appendix 1 for what training must cover)

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

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

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

83. Where a social worker is present, the panel must have regard to any representation made by the social worker of how the student's experiences, needs, safeguarding risks and/or welfare may be relevant to the student's permanent exclusion.

84. 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 in the lead up to the permanent exclusion, or are relevant to the student's permanent exclusion.

85. Following its review, the independent panel will decide to do one of the following:

- Uphold the Appeal Committee's decision
- Recommend that the Appeal Committee reconsiders reinstatement
- Quash the Appeal Committee's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

86. 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.

- 87.** 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 Appeals Committee at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Appeals Committee and that it ought to have considered if it had been acting reasonably.
- 88.** If evidence is presented that the panel considers it is unreasonable to expect the Appeals 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 Appeals Committee reconsider reinstatement.
- 89.** The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.
- 90.** Once the panel has reached its decision, the panel will notify all parties in writing without delay.
- 91.** 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 Governing Board does not subsequently decide to offer to reinstate the student within 10 school days
 - Any information that the panel has directed the Governing Board to place on the student's educational record

SCHOOL REGISTERS

- 92.** A student's name will be removed from the school admission register if:
- 15 school days have passed since the parents were notified of the Appeals Committee decision to not reinstate the student 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
- 93.** Where an application for an independent review has been made within 15 school days, the Governing Board will wait until that review has concluded before removing a student's name from the register.
- 94.** While the student's name remains on the school's admission register, the student's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.
- 95.** Where excluded students are not attending alternative provision, code E (absent) will be used.
- 96.** The use of all attendance codes and registering students will be aligned with the School Attendance (Pupil Registration) (England) Regulations 2024.

MAKING A RETURN TO THE LA

- 97.** Where a student's name is to be removed from the school admissions register because of a permanent exclusion, the School will make a return to the LA. The return will include:
- The student's full name
 - The full name and address of any parent with whom the student normally resides

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

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

RETURNING FROM A SUSPENSION

Reintegration strategy

99. Following suspension, a period of off-site direction, separation for safeguarding purposes, or a cancelled suspension/exclusion, the School will put in place a strategy to help the student reintegrate successfully into school life and full-time education.

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

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

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

102. 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.

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

Reintegration meetings

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

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

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

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

108.Part time timetables will not be used to manage a student's behaviour.

REMOTE ACCESS TO MEETINGS

109.Parents, (or the student if aged 18 years or older), can request that a governing board meeting, or independent review panel be held remotely, but this should not be a default option. If the parents don't express a preference, the meeting will be held in person. However, face to face meetings are always encouraged.. If parents do not express a preference, the meeting must be in person.

110.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.

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

112.The governing board should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- Requests for remote access will be subject to a risk assessment to ensure full participation and transparency.
- The school may refuse a remote meeting if the risk assessment suggests the format would not allow the meeting to be conducted fairly or transparently due to safeguarding.
- 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, and that all participants can hear, speak, see and be seen
- 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.

113.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

MONITORING ARRANGEMENTS

114.The School will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Survey the experiences of staff and students
- The cost implications of off-site directions
- The quality of alternative provision received by the student
- Instances where students receive repeat suspensions

115.The data will be received by the Governing Board and the following should be considered:

- Effectiveness and consistency in implementing the School's Behaviour for Learning Policy
- Interventions in place to support students at risk of suspension or permanent exclusion
- Strategic oversight of the financial cost of the provision
- Monitor the experience of staff and students
- Understanding the characteristics of excluded students

116. The School will use the data to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of students are identified, the School will review its policies in order to address it.

LINKS WITH OTHER POLICIES

117. This Suspension and Permanent Exclusion policy is linked to the School:

- Behaviour for Learning Policy
- SEND policy

Appendix 1: independent review panel training

The School 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, Governing 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