



ACET - Suspension and Permanent Exclusion Policy

Policy Level	Trust (Junior & Senior)		
Approved by	Trust Board level		
Approved Date	April 2023		
Next Review Date	March 2024	Frequency	Annually
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Version Number	Date Issued	Updated Information	

2.0	January 2023 – Principals for review March 2023 - LGBs	<p>Changes:</p> <ul style="list-style-type: none"> ○ New rules around whom the principal must notify of a suspension or exclusion, and when: <ul style="list-style-type: none"> ○ In addition to notifying parents, you must now also notify the governing board and (as appropriate) the pupil's social worker, the virtual school head (VSH) and the local authority (LA), for all suspensions and exclusions, regardless of length and even if cancelled/rescinded ○ New requirements for involving pupils in the suspension/exclusion process ○ Information on what constitutes off-rolling (i.e. unlawful exclusions) ○ Additional responsibilities for managing pupils who have a social worker, including looked-after children (LAC) and previously LAC ○ Clarity on the designated safeguarding lead's (DSL's) role: <ul style="list-style-type: none"> ○ In cases where there are safeguarding implications (e.g. child-on-child abuse) ○ In managing a pupil's child-protection file following that pupil's move to a new school <ul style="list-style-type: none"> ○ Clarity on the roles of the VSH and social worker ○ More detailed steps for schools to take to reintegrate a pupil following suspension or exclusion ○ Information on how to use off-site direction and managed moves as preventative measures to exclusion ○ For governing boards, this updated guidance includes: ○ Information on how your board should monitor and use suspension and exclusion data ○ Some changes to the board's procedures when reviewing a suspension or exclusion, including: <ul style="list-style-type: none"> ○ An updated list of who must be invited to a meeting of the governing board to consider an exclusion and whose views must be taken into account ○ When the governing board cannot direct reinstatement of a suspended pupil
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1. Aims

The main aim of this policy is to inform the academy’s use of suspension and permanent exclusion as a sanction for serious breaches of the Behaviour and Rewards Policy. These may include:-

- Dangerous and/or disruptive behaviour
- Issues relating to misuse of substances/weapons

- Physical assault against pupils/students or staff
- Racial abuse or other forms of bullying/discrimination
- Threatening behaviour
- Verbal abuse
- Sexual abuse or assault
- Theft
- Persistent disruption to learning and teaching
- Disrespectful and/or defiant behaviour
- Unacceptable behaviour which has previously been reported and where sanctions have been unsuccessful in modifying behavior
- Persistent refusal to follow the academy's uniform policy

(NB: The above is not an exhaustive list)

We are committed to following all statutory suspension/exclusion procedures to ensure that every pupil/student receives an education in a safe and caring environment.

Our academy aims to:

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

****A note on off-rolling**

Our academy is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“The practice of removing a pupil from the academy roll without a formal, permanent exclusion or by encouraging a parent/carer to remove their child from the academy roll, when the removal is primarily in the interests of the academy rather than in the best interests of the pupil.”

We will not suspend or exclude students/pupils unlawfully by directing them off site, or not allowing students/pupils to attend the academy:

- Without following the statutory procedure 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 academy 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/carer to encourage them to remove their child from the academy

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#). September 2023

It is based on the following legislation, which outlines the academy's powers to exclude students/pupils:

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

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded students/pupils
- Section 579 of the [Education Act 1996](#), which defines 'academy day'
- The [Education \(Provision of Full-Time Education for Excluded Students/pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Students/pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

This policy complies with our funding agreement and Articles of Association.

3. Definitions

Suspension – when a pupil is removed from the academy for a fixed period. (This was previously referred to as a 'fixed-term exclusion').

Permanent exclusion – when a pupil is removed from the academy permanently and taken off the academy roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when the governing body requires a student/pupil to attend another education setting temporarily, to improve their behaviour.

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

Managed move – when a pupil is transferred to another academy permanently. All parties, including parents/carers and the admission authority for the new academy, should consent before a managed move occurs.

4. Roles and responsibilities

4.1 The principal

Deciding whether to suspend or permanently exclude

Only the principal, or associate/acting principal, can suspend or permanently exclude a student/pupil from the academy on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of academy.

The principal / associate / acting principal will only use permanent exclusion as a last resort. The decision to exclude a pupil/student permanently is a very serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary issues following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. **Each exceptional circumstance would be considered carefully by the Principal/ Associate / Acting principal, and at their discretion, a student can be excluded for:**

- Bringing, supplying or consuming an illegal drug on the academy site
- Very serious, actual violence against another student or member of staff.
- Sexual abuse or sexual assault.
- Carrying an offensive weapon (**Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with them for such use by them."*)
- Arson

This is not an exhaustive list.

The Academy will consider police involvement for any of the above offence.

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

- In response to serious or persistent breaches of the academy's behaviour policy, **and**
- If allowing the student/pupil to remain in academy would seriously harm the education or welfare of others
- Before deciding whether to suspend or exclude a student/pupil, the principal / associate / acting principal will:
- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the student/pupil to give their version of events
- Consider any previous related incidents, where relevant
- Consider whether the student/pupil has special educational needs (SEN)
- Consider whether the student/pupil is especially vulnerable (e.g. the pupil 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 principal / associate / acting principal will consider the views of the student/pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

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

Informing parents

If a student/pupil is at risk of suspension or permanent exclusion the principal / associate / acting principal will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the student's/pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the principal / associate / acting principal decides to suspend or permanently exclude a pupil, the parents will be informed of the period of the suspension or about the permanent exclusion and the reason(s) for it, without delay.

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

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' / carers' right to make representations about the suspension or permanent exclusion to the governing board and how the student/pupil 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/pupil, and that parents/carers (or the student/pupil 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
- The principal / associate / acting principal will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:
- For the first 5 academy days of a suspension (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during academy hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this
- If alternative provision is being arranged, the following information will be included, if possible:

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- The start date for any provision of full-time education that has been arranged
The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the principal / associate / acting principal does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the academy reserves the right to provide the information with less than 48 hours' notice, with parents' / carers' consent.

Informing the Local Governing Body (LGB)

The Principal / Associate / Acting Principal will, without delay, notify the chair of the local governing body of:

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

The principal / associate / acting principal will notify the LGB once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the Local Authority (LA)

The Principal / Associate / Acting Principal will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

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

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For a permanent exclusion, if the student/pupil lives outside the LA in which the academy is located, the principal will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

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

If a:

Student/Pupil with a social worker is at risk of suspension or permanent exclusion, the principal / associate / acting principal will inform **the social worker** as early as possible

- **Student/Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the principal / associate / acting principal will inform **the VSH** as early as possible

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

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

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

The social worker / VSH will be invited to any meeting of the LGB about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The principal / associate / acting principal may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents, carers, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents/carers will be offered the opportunity to meet with the principal to discuss the cancellation
- As referred to above, the principal will report to the governing board once per term on the number of cancellations
- The student/pupil will be allowed back in academy

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

During the first 5 days of a suspension, if the student/pupil is not attending alternative (AP) provision, the principal / associate / acting principal will take steps to ensure that achievable and accessible work is set and marked for the student/pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If the student/pupil has a special educational need or disability, the principal / associate / acting principal will make sure that reasonable adjustments are made to the provision where necessary.

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

4.2 The Local Governing Body (LGB)

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to representatives of the local governing body, any meetings consisting of at least 3 governors.

Representatives of the local governing body have a duty to consider parents' / carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Responsibilities regarding exclusions are delegated to at least three members of the local governing body.

Within 14 days of receiving a request, the governing board will provide the LA with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 academy days, the LGB will ensure that suitable full-time education is arranged for the student/pupil. This provision will begin no later than the sixth day of the suspension.

The LGB does not have to arrange such provision for students in their final year of compulsory education who do not have any further public exams to sit.

Monitoring and analysing suspensions and exclusions data

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

The LGB will consider:

- How effectively and consistently the academy's behaviour and rewards policy is being implemented
- The academy register and absence codes
- Instances where students/pupils receive repeat suspensions (recidivism)
- Interventions in place to support students/pupils at risk of suspension or permanent exclusion

- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded students/pupils, and why this is taking place
- Whether the placements of students/pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students/pupils are benefiting from it
- The cost implications of directing students/pupils off-site

4.3 The Local Authority (LA)

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

For students/pupils who are LAC or have social workers, the LA and the academy will work together arrange suitable full-time education to begin from the first day of the exclusion.

5. Considering the reinstatement of a pupil

Representatives of the LGB will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 academy 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/pupil's total number of days out of academy to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

NB: All of these meetings should be minuted by the Clerk to the Local Governing Body

All meeting documentation (written evidence and key information) must be sent in advance and circulated to all parties at least 5 school days before the meeting. This should be done by the Clerk to the Local Governing Body, where this is not possible, a member of school staff can do this under the direction of the Principal

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

Where the student/pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents/carers make representations to the board, the representatives of the LGB will consider and decide on the reinstatement of a suspended pupil within 50 academy days of receiving notice of the suspension. If the parents/carers do not make representations, the board is not required to meet and it cannot direct the principal / associate / acting principal to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the representatives of the LGB will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the chair of the LGB (or the vice-chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

Meetings with representatives of the LGB

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

- Parents/carers, or the student/pupil if they are 18 or over (and, where requested, a representative or friend)
- The student/pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The principal / associate / acting principal (and other relevant members of staff)
- The student's/pupil's social worker, if they have one
- The VSH, if the student/pupil is looked after
- A representative of the local authority

The LGB 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.

Representatives of the LGB can either:

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

In reaching a decision, representatives of the LGB will consider:

- Whether the decision to suspend or permanently exclude was **lawful, reasonable, and procedurally fair**
- Whether the principal / associate / acting principal followed their legal duties
- The welfare and safeguarding of the student/pupil and their peers

- Any evidence that was presented to the representatives of the LGB They will decide whether or not a fact is true 'on the balance of probabilities'.

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 students'/pupils' educational record, and copies of relevant papers will be kept with this record.

Representatives of the LGB will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers, or the student/pupil, if they are 18 or older
- The principal / associate / acting principal
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the academy's

Where an exclusion is permanent and the representatives of the LGB decided not to reinstate the student/pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' / carers' right to ask for the decision to be reviewed by an independent review panel

The date by which an application for an independent review must be made (15 academy days from the date on which notice in writing of the governing board's decision is given to parents/carers)

- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the LA to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place *A Trustee may also sit on the GDC in place of a Governor.*

6. Independent review

If parents/carers apply for an independent review within the legal timeframe, the trust or in some cases the LA, will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 academy days of notice being given to the parents/carers by the representatives of the LGB of its decision to not reinstate the student/pupil **or**, if after this time, within 15 academy days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

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

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

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- Principals or individuals who have been a principal within the last 5 years[□] A person may not serve as a member of a review panel if they:
 - Are a member of the academy trust of the excluding academy
 - Are the principal of the excluding academy, or have held this position in the last 5 years
 - Are an employee of the academy trust, or the governing body, of the excluding academy (unless they are employed as a principal at another academy)
 - Have, or at any time have had, any connection with the academy trust, academy governing body, parents/carers or student/pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

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

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

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

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

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

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

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

New evidence may be presented, though the academy cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing body at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing body and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing body 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 governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

The panel's decision and the reasons for it

- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 academy days
- Any information that the panel has directed the governing board to place on the student's/pupil's educational record

7. Academy registers

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

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

Where an application for an independent review has been made within 15 academy days, the governing board will wait until that review has concluded before removing a student's / pupil's name from the register.

While the student's/pupil's name remains on the academy's admission register, the student's/pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

Making a return to the LA

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

- The student's/pupil's full name
- The full name and address of any parent/carer with whom the student/pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the student/pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)

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- Details of the new academy the student/pupil will attend, including the name of that academy and the first date when the student/pupil attended or is due to attend there, if the parents/carers have told the academy the student/pupil is moving to another academy
- Details of the student's/pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the academy that the student/pupil is moving house

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

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension, the academy will put in place a strategy to help the student/pupil reintegrate successfully into academy life and full-time education.

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

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

- Maintaining regular contact during the suspension or off-site direction and welcoming the student/pupil back to the academy
- Daily contact in the academy with a designated pastoral leader
- Regular reviews with the student/pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the student/pupil, parents/carers and staff of any potential external support

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

The strategy will be regularly reviewed (at least every two weeks) and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

8.2 Readmittance meetings

The academy will explain the readmittance strategy to the student/pupil in a readmittance meeting before or on the student's/pupil's return to academy.

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

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

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

9. Monitoring arrangements

The academy will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, students/pupils, governors/trustees and other stakeholders on their perceptions and experiences

The data will be analysed annually and reported back to the LGB.

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

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

The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of students/pupils are identified by this analysis, the academy will review its policies in order to tackle it.

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

This policy will be reviewed by the policy lead annually. At every review, the policy will be approved by both the LGB and the trustees.

10. Links with other policies

This exclusions policy is linked to our:

- Behaviour and Rewards policy
- SEN policy and information report

Appendix 1: independent review panel training

The LA 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 principals, governing boards and the panel under the Equality Act 2010

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- 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

Appendix 2 – a summary of the governing body’s duties to review the principal’s exclusion decision

