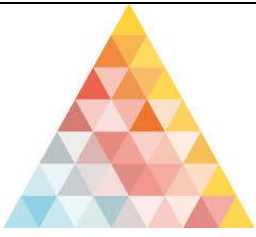


VERSION CONTROL TABLE

Policy Name	Suspensions and Permanent Exclusions Policy	
Policy Owner	Accomplish MAT	
Version Reference	Version 2	
Approved by	Standards Board	
Effective Date	1 st September 2026	
Review Date	August 2027	

KEY PERSONNEL

Name	Role	Contact Details
J Frost	Headteacher	safeguardingteam@sga.amat.org.uk
J Bennett	Behaviour Lead	
J Frost	Designated Safeguarding Lead	
D Johnson	SENDCo	SEND@sga.amat.org.uk

ADDITIONAL INFORMATION

There is a statutory requirement to have this policy in place in multi-academy trusts.

This policy will be reviewed by the Trust Executive Team every 2 years. At every review, the policy will be approved by the CEO and shared with the Trustees and Local Governing Body.

Terminology

Suspensions and permanent exclusions are both types of exclusion.

Suspension – When a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – When a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’.

Off-Site Direction – When the Governing Body of a school requires a pupil to attend another education setting temporarily, to improve their behaviour.

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

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

AIMS

'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.' [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Accomplish Multi Academy Trust aims to:

- Ensure that the exclusions process is applied fairly and consistently.
- Help Governors, staff, parents/carers and pupils understand the suspensions and process.
- Ensure that pupils in school are safe and happy.
- Ensure all suspensions and permanent exclusions are carried out lawfully.

Accomplish Multi Academy Trust has a responsibility under the Education and Inspections Act 2006 to:

- Promote amongst pupils, self-discipline and proper regard for authority
- Encourage good behaviour and respect for others and preventing all forms of bullying among pupils
- Secure acceptable standards of pupil behaviour
- Secure compliance from pupils in completing tasks reasonably assigned to them in connection with their education
- Regulate the conduct of pupils

Our Academies are 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/carer 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.”

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

- 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 school feels unable to support.
- Due to poor academic performance.
- Because they have not 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 school.
- or
- Exercise undue influence over a parent to remove their child from the school under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or another school place
- Move a pupil to off-site Alternate Provision where that is not in the best interests of that pupil
- Send a pupil home without a formal suspension regardless of whether it occurs with the agreement of parents
- Place a pupil on a part-time timetable for behavioural reasons
- Intentionally removing a pupil from the school roll without correctly following regulations

Accomplish Multi Academy Trust recognises its duties under the Equality Act 2010 and Children and Families Act 2014 to:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not
- Foster good relations between people who share a relevant protected characteristic and people who do not share it

Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this will be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to relevant parts of this guidance.

LEGISLATION

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

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

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

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day' and other terms.
- The [Education \(Provision of Full-Time Education for Excluded Pupil\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupil\) \(England\) \(Amendment\) Regulations 2014](#).
- [The Education \(Educational Provision for Improving Behaviour\) \(Application to Academies and Pupil Referral Units and Minor Amendments\) Regulations 2026](#)

- Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- [Children and Families Act 2014.](#)
- [The Education \(Educational Provision for Improving Behaviour\) \(Application to Academies and Pupil Referral Units and Minor Amendments\) Regulations 2026](#) section 9 paragraph (c) (d)

This policy complies with our Funding Agreement and Articles of Association.

ASSOCIATED POLICIES

Accomplish MAT Safeguarding Policy

Accomplish MAT SEND Policy

Accomplish MAT Behaviour Policy

Accomplish MAT Anti Bullying Policy

Accomplish MAT Equality and Diversity Policy

Please use the link below to see these policies on our website.

<https://www.stanleygroveprimary.co.uk/page/?title=School+Policies&pid=25>

ROLES AND RESPONSIBILITIES

Making the Decision to Suspend or Permanently Exclude

1. Headteachers

The Trust and academy Headteachers have a duty to ensure that any suspension is reasonable, proportionate and legal.

Only the Headteacher or Acting Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of the school. The Headteacher will only use permanent exclusion as a last resort.

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

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider whether the pupil has Special Educational Needs and Disabilities (SEND).
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a child being cared for).
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

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

The Headteacher will not reach their decision until they have heard from the pupil and will inform the pupil of how their views were taken into account when making the decision.

In all circumstances the decision to suspend or permanently exclude a pupil will be taken following an investigation and where the Headteacher, or a person acting with the Headteacher's authority, is satisfied that on the balance of probabilities, the pupil behaved in such a way that no other alternative sanction is available other than to exclude them.

INFORMING PARENTS/CARERS

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

If the Headteacher decides to suspend or exclude a pupil, the parents/carers will be informed of the period of the suspension or 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 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 Local Governing Body and how the pupil may be involved in this.
- How any representations should be made.
- Where there is a legal requirement for the Local Governing Body to hold a meeting to consider the reinstatement of a pupil, and that parents/carers (or the 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 right to make a request to hold the meeting via the use of remote access and how and to whom to make this request

The Headteacher 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 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/carers 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/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:

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

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

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

INFORMING THE LOCAL GOVERNING BODY

The Headteacher will, without delay, notify the Local Governing Body via the Chair of:

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

INFORMING THE LOCAL AUTHORITY

The Headteacher will notify the Local Authority of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

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

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

INFORMING A PUPIL'S SOCIAL WORKER AND/OR VIRTUAL SCHOOL HEAD (VSH)

If a pupil:

- With a social worker is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker as early as possible.
- Who is a looked-after child (LAC) is at risk of suspension or exclusion, the Headteacher will inform the VSH as early as possible.

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

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

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

The social worker / Virtual School Head will be invited to any meeting of the Local Governing Body 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, risks and the pupil's welfare are considered.

PROVIDING EDUCATION FOR THE FIRST 5 DAYS OF A SUSPENSION OR PERMANENT EXCLUSION

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

If the pupil is in the care of the local authority or if they have a social worker, the school will work with the Local Authority to arrange alternative provision from the first day following the suspension or permanent exclusion. Where this is not possible, the academy will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

2. The Local Governing Body

Responsibilities regarding exclusions are delegated to the LGB (LGB) from the Accomplish Multi Academy Trust Board. Exclusions are considered by a group of three or more LGB members from across the Trust.

The LGB members have a duty to consider parent/carer representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

In accordance with the Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement a meeting of the LGB must be convened by the clerk when a:

- parent of a suspended pupil asks that a meeting is convened
- pupil has received more than 15 days suspension in one term

- recommendation of permanent exclusion is made by the Headteacher

Parents have a right to attend, and make representations, at an initial meeting of the LGB. The Headteacher will also be invited, and other members of the academy team may also be invited to present evidence to the committee.

Following the meeting, a letter will be sent outlining the decision of the LGB and the rationale for that decision.

In the case of a suspension, where the LGB decides to uphold the Headteacher's decision, there is no further right to internal appeal/review.

However, if parents believe that a suspension has been discriminatory, they can apply to the first-tier tribunal for disability discrimination, or the county court in the case of other forms of discrimination. A 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, for example the day on which the pupil was suspended.

Alternatively, families can bring a claim for judicial review where they believe that the suspension has been in breach of one of the public law principles. This must be done promptly and not later than 3 months after the grounds to make the claim first arose.

Where a pupil has been permanently excluded and the LGB have upheld the decision of the Headteacher to exclude, parents may request, in writing, that an independent review panel (IRP) be convened to review the decision of the LGB.

An application for review must be in writing and set out the grounds of review; and made within the specified deadline (15 school days after the day on which notice in writing was given of the LGB's decision). This is particularly important in the case of a permanent exclusion, where parents have a strict 15 school days to request an independent review panel. Applications made after this deadline MUST be rejected.

Parents can request a meeting to be held via the use of remote access, but this should not be a default option. The trust will then ensure must hold the meeting via the use of remote access, if the request has been made correctly as set out in the Headteacher's written notification or the LGB's written notification to the parents/carers that they can request an IRP. Holding meetings via remote access must only be done if the trust is confident that the meeting is capable of being held fairly and transparently. In fulfilling its duties to ensure the remote meeting is conducted appropriately, the IRP panel will follow all aspects of Part 11 of the Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Statutory guidance for maintained schools, academies and pupil referral units in England July 2026

If there is a reason related to extraordinary events or unforeseen circumstances, such as an outbreak of infectious illness/disease, which means that it is not reasonably practicable for an LGB or IRP to be held in person; then this meeting may be held using remote access even if the parent has not asked for the meeting to be remote.

The role of the independent review panel is to review the pupil behaviour committee's decision not to reinstate a permanently excluded student. In reviewing the decision, the panel must consider the interests and circumstances of the excluded student, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working in the academy.

The IRP cannot force the reinstatement of a student.

It can however:

- uphold the original decision of the LGB
- recommend that the LGB reconsiders its original decision
- quash the LGB's original decision and direct it to reconsider this decision.

Parents do not have the right of appeal against the decision of an independent review panel. The decision is binding on the parent, the LGB, the Headteacher, the local authority and the trust. Once a decision has been made, it cannot be revisited.

If the IRP recommends or instructs the LGB to reconsider their original decision, then the meeting must be convened within 10 school days of being given written notice of the panel's decision.

The decision of the LGB is final and there are no further grounds for internal review. Parents do have the right to apply for a first-tier tribunal or for a judicial review if they feel their case meets the criteria outlined above.

CANCELLING EXCLUSIONS

The Headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the LGB has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:

- The Headteacher must notify the parents, the local academy council, the LA and the pupil's social worker and VSH if applicable, without delay. The notification must also provide the reason for the cancellation;
- The LGB's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;
- Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the Headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay;
- The pupil must be allowed back into the academy without delay;
- Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year;
- A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

MONITORING AND ANALYSING SUSPENSION AND EXCLUSION DATA

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

The LGB will consider:

- How effectively and consistently the academy's behaviour policy is being implemented.
- The academy register and absence codes.
- Instances where pupil receive repeat suspensions.

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

3. 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 Children or have social workers, the Local Authority and the academy will work together to arrange suitable full-time education to begin from the first day of the exclusion.

PUPILS WITH SEND AND EHCPs

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

Accomplish MAT academies will engage proactively with parents in supporting the behaviour of pupils with additional needs. Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEND pupil, or with an EHCP it will work collaboratively with the Local Authority and other supporting services to consider what additional support or alternative placement may be required. A pupil's EHCP will be reviewed with external specialists as appropriate, to assess whether the current support arrangements are appropriate and what changes may be required. Where an academy is contemplating a managed move for a pupil with an EHCP, prior to any such move the original academy will contact the local authority.

PUPILS WITH A SOCIAL WORKER, INCLUDING CHILDREN IN CARE, OR PREVIOUSLY IN CARE

For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community. Accomplish MAT leaders understand that for children with a social worker, education is an important protective factor, providing a safe space for children to receive support, be visible to professionals and realise their potential. Leaders appreciate that suspending

and/or excluding these children can make them more vulnerable to harm. Leaders endeavour to balance this important reality with the need to ensure calm and safe environments for all pupils and staff, therefore devise strategies that take both aspects into account.

Where a pupil with a social worker, including a pupil on a Child in Need or Child Protection Plan, is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker, DSL and parents as early as possible.

Where a looked-after child is likely to be suspended or permanently excluded, the Designated Teacher will contact the Virtual School Head as soon as possible, seek advice and consider any additional assessment or support needed to address the behaviour and reduce the risk of exclusion. This should include reviewing the use of Pupil Premium Plus and the effectiveness of the current PEP, including whether an interim review is needed. Where relevant, the academy will also engage with the child's social worker, foster carers or children's home workers.

All looked-after children should have a Personal Education Plan (PEP), reviewed termly as part of their care or detention placement plan. Behaviour concerns, support provided and steps to reduce exclusion risk should be recorded and monitored by the VSH.

Where previously looked-after children are at risk of suspension or permanent exclusion, the academy will involve parents and the Designated Teacher and may seek VSH advice on support strategies.

Where a managed move is being considered for a pupil with a social worker, the social worker, DSL and parents will be notified as early as possible unless this creates a safeguarding risk. For looked-after children, the relevant VSH will also be notified.

If all relevant parties agree that a managed move is in the pupil's best interests, the original and receiving schools should review and update any PEP, ensuring the new school and local authority meet their statutory duties.

CONSIDERING THE REINSTATEMENT OF A PUPIL

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

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

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

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents/carers make representations, the LGB will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parent/carers

do not make representations, the LGB is not required to meet, and it cannot direct the Headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, 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 LGB will consider the suspension or permanent exclusion and decide whether to reinstate the pupil.

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

- Parent/Carers, or the pupil if they are 18 or over (and, where requested, a representative or friend).
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend).
- The Headteacher.
- 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 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.

The LGB can either:

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

In reaching a decision, the LGB will consider:

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

They will decide whether 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 pupil's educational record, and copies of relevant papers will be kept with this record.

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

- The parent/carers.
- The Headteacher.
- The pupil's social worker if they have one.
- The Virtual School Head, if the pupil is looked after.

- The Local Authority.
- The pupil's home authority if it differs from the academy's local authority.

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

- The fact that it is a permanent exclusion.
- Notice of parent/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 school days from the date on which notice in writing of the LGB's decision is given to parent/carers).
- The right to make a request to hold the meeting via the use of remote access and how and to whom to make this request.
- 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 (SEND) are considered to be relevant to the permanent exclusion.
- That, regardless of whether the excluded pupil has recognised SEND, parent/carers have a right to require the academy/Trust to appoint an SEND expert to advise the review panel.
- Details of the role of the SEND expert and that there would be no cost to parent/carers for this appointment.
- That parent/carers must make clear if they wish for a SEND expert to be appointed in any application for a review.
- That parent/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parent/carers may also bring a friend to the review.
- That, if parent/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.

INDEPENDENT REVIEW

If parent/carers apply for an independent review within the legal timeframe, the academy/Trust will arrange for an independent panel to review the decision of the LGB, not to reinstate a permanently excluded pupil.

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

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

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

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

- Are a Local Governor, Trustee or Trust Member of the Academy Trust of the excluding school.
- Are the Headteacher of the excluding school or have held this position in the last 5 years.
- Are an employee of the Academy/Trust, 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, LGB, parent/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality.
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover).

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

Considering the pupil's age and understanding, the pupil or their parent/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 SEND expert is present, the panel must seek and have regard to the SEND expert's view of how SEND may be relevant to the pupil's permanent exclusion.

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

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

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

- Uphold the decision.

- Recommend that the LGB reconsider reinstatement.
- Quash the decision and direct that the LGB 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 LGB at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the committee and that it ought to have considered if it had been acting reasonably. If evidence is presented that the panel considers it is unreasonable to expect the 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 they 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 LGB does not subsequently decide to offer to reinstate the pupil within 10 school days.
- Any information that the panel has directed the LGB to place on the pupil's educational record.

REMOVING A PUPIL FROM THE ACADEMY'S ADMISSION REGISTER

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

- 15 school days have passed since the parent/carers were notified of the LGB's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parent/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 school days, the LGB will wait until that review has concluded before removing a pupil's name from the register.

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

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

MAKING A RETURN TO THE LOCAL AUTHORITY

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

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

RETURNING FROM A SUSPENSION, OFF-SITE DIRECTION OR SEPARATION FOR SAFEGUARDING PURPOSES - REINTEGRATION STRATEGY

Purpose of the reintegration strategy

Accomplish MAT leaders recognise their responsibility to create a reintegration strategy that gives the pupil a fresh start and supports a successful return to the academy. The strategy will help the pupil understand the impact of their behaviour on themselves and others, learn how to meet the academy's high expectations, rebuild a sense of belonging, and re-engage with learning.

Reintegration meeting

The reintegration strategy will be clearly communicated at a reintegration meeting, held before or at the start of the pupil's return. During the meeting, academy leaders will make clear that the pupil is valued and that previous behaviour should not be seen as a barrier to future success.

Parents/carers will be invited to attend unless there are legal reasons why this is not possible. If parents/carers are unable or choose not to attend, the meeting may still proceed. A record of the meeting will be shared with them afterwards, including through a follow-up call or email where appropriate. A pupil will not be prevented from returning to the academy because they or their parents/carers did not attend the meeting.

Ongoing review and support

To support sustained progress, the strategy will be reviewed regularly and adapted where necessary throughout the reintegration process. Reviews will involve the pupil, parents/carers and other relevant parties. Where required, the academy will also work with staff and multi-agency partners, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools' team, to identify whether the pupil has any SEND and/or health needs.

- maintaining regular contact during the suspension or off-site direction and providing a planned welcome back to school;
- arranging daily contact with a designated pastoral professional;
- using a report card with personalised targets and rewards;
- ensuring the pupil follows an equivalent curriculum during suspension or off-site direction, or receives academic support on return to address any gaps in learning;
- providing planned pastoral interventions;
- offering mentoring from a trusted adult or local mentoring charity;
- holding regular reviews with the pupil and parents/carers to recognise progress and address concerns early; and
- sharing information with the pupil, parents/carers and staff about potential external support.

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, student, LGB members and other stakeholders on their perceptions and experiences.

The data will be analysed every term by each academy's Senior Leadership Team. The Headteacher will report back to the LGB.

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

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

The 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 pupils are identified by this analysis, the academy/Trust will review its policies in order to tackle it.

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

INTERVENTIONS TO SUPPORT PUPILS AT RISK OF EXTENDED PERIODS OF SUSPENSION OR PERMANENT EXCLUSION

Accomplish Multi Academy Trust make every effort not to suspend or exclude a pupil. There are several initiatives and strategies used by leaders within the academies to support children in re-engaging in their learning and regulating their behaviour. The Behaviour Policy sets out the behaviour expectations for our learners and steers behaviour management.

We also use external support teachers which we access through the AP panel where appropriate to support our pupils.

Other strategies that may be used:

Off-Site Direction

Off-site direction is a temporary measure where interventions or targeted support have not been successful in improving a pupil's behaviour and may be used to prevent further suspensions or a permanent exclusion. In these cases, where the academy requires a pupil to attend another education setting with the aim of improving their behaviour, a Headteacher may organise this via an 'off-site direction'. This should only be done where other interventions and targeted support have not been successful in improving a pupil's conduct.

Placements will be time-limited and must be at an AP or another mainstream school/academy. An offsite direction can either be full time or a combination of part-time support in an alternate provision alongside continued mainstream education.

Parents will be notified in writing about the off-site direction as soon as practicable after the direction has been made and no later than two school days before the relevant day.

The notification will include:

- the address at which the educational provision is to be provided for the pupil
- the person to whom the pupil should report to on first attending that address for the purposes of receiving the educational provision
- the number of days for which the requirement is to be imposed
- the reasons for, and objectives of, imposing the requirement; and in relation to the educational provision:
 - I. where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and ends, or
 - II. where a single session per day is provided, the times at which the session commences and ends

Whilst the Headteacher will try to discuss any potential direction off-site with parents/carers and the pupil and seek their views in an attempt to agree the decision and co-produce the resulting plan, the academy does have the power to direct a pupil off site without parental consent and will use this if necessary.

Information sharing with receiving schools or alternative provisions

Accomplish MAT will provide receiving schools or alternative provision settings with the information they need to support a safe and effective transition. This will include:

- the pupil's prior and current attainment, and academic potential;
- a current safety plan or risk assessment;

- advice on effective ongoing risk management; and
- details of any pupil support strategies already in place.

The Trust recognises the importance of working effectively with external services and agencies. To support continuity of care and provision, relevant contact details and information about known agencies or professionals involved with the child or family will be shared with the receiving school or alternative provision setting, where appropriate.

Planning outcomes and support

Clear, personalised outcomes must be agreed at the outset and used to inform academic and pastoral targets. Targets should be achievable and tailored to the pupil, rather than applied as a blanket approach. Any support required must also be agreed at the initial meeting so the receiving school or provision can put arrangements in place before the start date.

A trusted member of staff who knows the pupil well should be involved in the process and should visit the pupil regularly during their placement. This will help capture the pupil's voice and ensure any issues are identified and addressed quickly.

Timescales and review arrangements

During the planning phase, the academy should agree the proposed maximum duration of the placement, the timing and frequency of review meetings, and who should attend. Alternative options should also be explored for when the agreed period ends, including whether a permanent managed move may be appropriate.

Professional involvement and records

Where appropriate, relevant professionals should contribute to planning and review meetings. This may include the pupil's social worker, CAMHS, MASH or youth justice teams. The planning meeting should confirm when monitoring meetings will take place and who should attend.

Minutes of all meetings should be retained, together with a clear log of action points. At the end of each review meeting, the academy should decide whether the arrangement should continue and, if so, for how long.

Parent, local authority and professional participation

Parents will be notified in writing and have the right to attend all review meetings. Invitations should be received no later than six days before the meeting. Where a pupil has an EHCP, the local authority should also be invited. Relevant professionals should be invited to attend or, where this is not possible, to provide written views.

Meetings should be arranged, as far as practicable, at a time and date that enables parents to attend. If this is not possible, parents should be given the opportunity to submit written views on the effectiveness of the placement and whether it should continue.

Registration, curriculum and review frequency

During an off-site direction to another school, pupils must be dual registered and recorded using code D. The placement should provide a broad and balanced curriculum, alongside support to improve behaviour.

Although regulations require regular review meetings, they do not prescribe set intervals. Reviews should be scheduled case by case and held often enough to confirm that the off-site education is meeting its objectives and that the pupil is benefiting from the arrangement.

Parents and/or the local authority, where the pupil has an EHCP, may request a review meeting. The academy must respond as soon as reasonably practicable, unless a review meeting has already taken place within the previous 10 weeks.

Review outcomes and written notification

After each review meeting, parents and, where the pupil has an EHCP, the local authority must receive written notification of the decision. This must be sent no later than six days after the meeting and should state whether the off-site direction will continue, for what period, and the reasons for the decision.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school/academy permanently. Accomplish Mat appreciates that managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school/academy. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction is a strategy that would be considered. Managed moves will only occur when it is in the pupil's best interests, and we will work closely with parents/carers to ensure their views are heard and they feel fully informed prior to making decisions; our aim is not to place any unnecessary pressure on parents/carers.

Where a pupil has an EHC plan, we will work to ensure the relevant statutory duties are transferred effectively to the new school and local authority. If one of our academies is contemplating a managed move, they will contact the local authority prior to the managed move. If the local authority, both the academy and the proposed school/academy and parents agree that there should be a managed move, the local authority will follow the statutory procedures for amending an EHC plan.

Managed moves will be offered as part of a planned intervention. Our academies will be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move. The managed move will be preceded by information sharing between the academy and the new school/academy, including data on prior and current attainment, academic potential, a pupil's safety plan/risk assessment and advice on effective risk management strategies. It is also important for the new school/academy to ensure that the pupil is provided with an effective integration strategy.

SEPARATION OF PUPILS FOR SAFEGUARDING PURPOSES

"In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, the local authority must arrange education for the pupil if the school itself or the pupil's parent does not do so. This is not an exclusion on disciplinary grounds.

The school should inform parents of the reason why the pupil has been temporarily forbidden from attending its premises and in conjunction with the designated safeguarding lead (or a deputy). The governing board should also be notified without delay and ensure this is used for rare circumstances and only when separating pupils is essential and cannot practicably be done in a way that lets one or more pupils remain on school premises.

It is important to note that in physically separating a pupil from one or more other pupils' schools must specifically consider their duties under the Human Rights Act 1998 and the Equality Act 2010 and the Keeping children safe in education guidance. The public law principles of acting reasonably, rationally and in a procedurally fair manner must also be followed. Schools have a pivotal role to play in multi-agency safeguarding arrangements.” (DfE Suspensions and Exclusions guidance)

Separation of pupils for safeguarding purposes distinguishes a safeguarding-based temporary removal from the school site from a disciplinary action. In these cases, the academy can temporarily forbid a pupil from attending its premises. This power should only be used in rare circumstances and only when separation cannot practicably be achieved while keeping one or more pupils on the school premises.

The academy will record the use of separation for safeguarding purposes and its impact to the trust board through the local academy council and the trust curriculum, standards and welfare committee.

A reintegration meeting will take place after separation of pupils for safeguarding purposes will before a pupil returns to the academy

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

Appendix 1

REQUEST FOR REMOTE ACCESS ARRANGEMENTS FOR LGB MEETINGS AND INDEPENDENT REVIEW MEETINGS

Parents/Carers can request a meeting to be held via the use of remote access, but this should not be a default option. LGB's or arranging authorities must hold the meeting via the use of remote access if the request has been made correctly as set out in this section.

Holding meetings via remote access must only be done if LGBs or arranging authorities are satisfied that the meeting is capable of being held fairly and transparently as outlined below.

Remote Access Meeting Duties

Where a parent/carer does not request a remote meeting or does not state a wish either way, LGBs and arranging authorities must hold the meeting in person unless it is not reasonably practicable to do so in person. This may be for a reason related to extraordinary events or unforeseen circumstances such as an unforeseen school closure due to floods, fire or outbreak of infectious illness/disease.

If there are technological or internet network issues, during a meeting held via the use of remote access which compromises the ability for participants to be seen or heard or prevents the meeting

from being held fairly and transparently and it is not reasonably practicable to resolve, a face-to-face meeting must be arranged by the LGB or arranging authority, despite the parent's/carer's request. This should be done without delay.

Social workers and VSHs must be allowed to join a meeting via the use of remote access, regardless of the format chosen, as long as the LGB (for a LGB meeting) or arranging authority (for an independent review meeting) are satisfied that they will be able to participate effectively, they can hear and be heard (and see and be seen if participating by video) throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent.

LGBs, arranging authorities and panel members must:

- Comply with relevant equalities legislation.
- Enable access to support which the parent/carer is entitled to, including the presence of a friend.

LGBs, arranging authorities and panel members should ensure the following conditions are met for a meeting via remote access:

- Confirm with all the participants that they have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, such as via a live video link.
- Ensure all the participants will be able to put across their point of view or fulfil their function.
- Ensure the remote meeting can be held fairly and transparently.

Fairness and Transparency During a Remote Meeting

The LGB or arranging authority must assess whether a meeting can be held fairly and transparently via remote access with reference to the facts of each case.

If a LGB or arranging authority is not satisfied that a meeting can be held fairly and transparently via remote access, they should consult with the parent/carer to discuss how a face-to-face meeting can be arranged that will be convenient for them.

Guidance for Social Workers and VSHs

Should Social Workers or VSHs be joining a meeting that, as a whole, is taking place in person, they must be allowed to join via the use of remote access should they wish to do so.

Use of Remote Access During an Extraordinary Event or Unforeseen Circumstance.

If there is a reason related to extraordinary events or unforeseen circumstances, such as an outbreak of infectious illness/disease, which means that it is not reasonably practicable for a LGB meeting or independent review meeting to be held in person; then this meeting may be held using remote access even if the parent/carer has not asked for the meeting to be remote.

The meeting may be held via the use of remote access, provided the LGB or arranging authority are satisfied that all participants will be able to fully make representations and carry out their functions, each participant has access to the electronic means to allow them to hear and be heard and (where using a live video link) see and be seen, throughout the meeting; and the meeting is capable of being held fairly and transparently.

KEY PRINCIPLES WHEN CONDUCTING MEETINGS VIA THE USE OF REMOTE ACCESS.

Headteachers and LGB's may advise the parent, within their written notification, to consider the following, before requesting a remote access meeting:

- The technology that will be used for the LGB or Independent Review Panel.
- Does the parent/carer have an appropriate space free from other distractions to enable them to participate fully with a remote access meeting.
- Where the parent/carer has limited access to the Internet, intermittent service or slower speed internet, they should not request a remote meeting for a LGB or Independent Review Panel.
- Where the parent/carer initially asks for a meeting to be held via the use of remote access then decide to withdraw the request, they should inform the LGB or arranging authority without delay. The LGB or arranging authority should without delay, arrange the meeting to be held face to face.

It is important to note that Headteachers and LGB's should not place undue pressure on the parents to request a meeting to be held via the use of remote access, even if doing so means that they will arrange a meeting any sooner.

Running the Meeting

To ensure the meeting is capable of being held fairly and transparently, the LGB or arranging authority for Independent Review Panels should make every effort to check that all participants understand the proceedings and are made aware of how to raise any issues that may prevent their effective engagement. If these conditions are not met, the meeting should not be held via remote access and must be arranged face to face without delay.

Things to consider enabling meetings to run smoothly and ensure they are accessible to any participants. LGBs and Independent Review Panels should:

- Provide clear instructions about how to join the meeting virtually and distribute the joining instructions in a timely manner ahead of the meeting.
- Indicate a named person who parents/carers or any participant should contact, if they have any questions before the meeting takes place.
- Consider holding a 'test meeting' with any participant to check the available technology is suitable, and that all participants understand how to access the meeting.
- Ensure that the Chair of Governors or IRP is prepared to explain the agenda at the start of the meeting and provide clear guidance on how the meeting will be run, for example:
 - a) How participants should indicate they wish to speak.
 - b) How any 'chat' functions should be used.
 - c) Whether there will be any breaks in proceedings.
 - d) How parents/carers and excluded pupils can access advocacy services during the meeting.

The use of remote access does not alter other procedural requirements that apply to LGB, arranging authorities or Independent Review Panels. For example, if a parent/carers requests the appointment of a Special Educational Needs expert to advise a review panel, the arranging authority must appoint one and cover the cost as normal. Parents/carers may be joined by a friend as normal.

The LGB and Independent Review Panels must consider written representations if they are made. The law does not allow for solely paper based 'meetings', conducted in writing.

For the purposes of which information is recorded within minutes, the normal rules apply as per this guidance, and the LGBs and Independent Review Panels can instruct the clerk to record any information or instructions that they deem sensible to include so that the minutes provide a clear and sufficient record of all relevant parts of the meeting, for example, how chat functions or messages will be monitored.

Appendix 2

Suspension/ Exclusion Summary Document				
	Suspensions			Permanent Exclusion
	Suspensions bringing total number of suspended days up to and including 5 in one term.	Suspensions bringing total number of suspended days to more than 5 but fewer than 16	Suspensions bringing total number of suspended days to more than 15 in a term.	
	0 5	6 15	16 45	
Do the PBC have to meet?	No, unless the parents request that the PBC meets to review the decision to suspend.		Yes	Yes
When do the SBC have to meet?	No legally binding timescale but at NET we aim to hold the meeting of the SBC within 50 days of receiving notification of the suspension.	Within 50 school days of receiving notification of the suspension.	Within 15 school days of receiving notification of the suspension/permanent exclusion.	
Can the parent attend the SBC meeting?	Parents can be present and make a) written representations only b) verbal representations A combination of the above. Parents may also ask a representative to speak on their behalf. Students are encouraged to make representations where it is appropriate for them to do so, taking account of their age and understanding.			
If the SBC agree to uphold the suspension/permanent exclusion what choices do they have?	Make a note on the student's educational record reflecting this.			
If the PBC do not uphold the suspension/permanent exclusion what choices do they have?	The SBC have no power to direct reinstatement. The SBC should record their considerations on the student's educational record.	The PBC can reinstate the student immediately or on a fixed date Where a student has already returned to the academy, the SBC should record its decision, and the reason for it, on the student's educational record.		