

Impact Multi Academy Trust suspension and permanent exclusion policy

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Approval Body:	Standards and Performance Committee
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Version	Approval Date	Summary of Changes
1	27/9/22	New Trust Policy
2	26/9/23	Updated in relation to the 2023 DfE guidance
3.	23/4/24	Separating out the Head Teacher's duty in relation to suspensions and the Head Teacher's duty in relation to permanent exclusions
4.	30/9/24	Updated to note the August 2024 DfE Guidance
5.	4/9/25	No substantive changes – only minor date changes on the policy front page and added the Trust vision and values
6.	20/7/26	Updated in relation to the July 2026 DfE Guidance

Inspire, Respect, Flourish.

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This policy is rooted in our Trust vision and values:

Our Vision

Together, we enable everyone to thrive.

Our Values:

- Ambition – we have high aspirations for our children and strive to do our very best.
- Inclusion – we care about the whole child and everyone will feel that our Trust is a place where they are valued, respected, safe and happy.
- Collaboration – we are stronger together and collaborate generously to ensure the long-term success of our children, our staff, our schools and the communities we serve.
- Trust – we build trust by acting with integrity and kindness and by putting children first.

Inspire, Respect, Flourish.

1. Aims

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

Our schools aim to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent 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 schools are aware that off-rolling is unlawful.

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

- Remove a pupil from the school admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school, or
- [Schools with sixth forms insert: Encourage a sixth-form student not to continue with their course of study, or]
- Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension, or
- Move a pupil to alternative provision (AP) where this is not in their best interests, or
- Send a pupil home without formally recording a suspension regardless of whether it occurs with the agreement of parents/carers, or
- Place a pupil on a part-time timetable for behavioural reasons

- Remove a pupil from the school roll without following due process

Accordingly, we will not suspend or permanently exclude a pupil unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the school, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

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

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or permanently excluded on the above grounds, this will also be considered as 'off-rolling'.

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](#) dated July 2026

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

- Section 51a 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'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [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 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 a Local Governing Body of a school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – 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 and the admission authority for the new school, should consent before a managed move occurs.

4. Roles and responsibilities

4.1 The Headteacher

Deciding whether to suspend or exclude

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 school.

A decision to suspend

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension can also be for parts of the school day.

Offences for which suspension will be considered, but are not limited to, those set out in the school's behaviour policy. Please consult the school's website for this.

Prior to reaching a decision to suspend, the pupil's version of events will be considered through one or more of the following or via another means: the pupil's written account of events, a meeting held with a member of staff, a meeting held with the Head Teacher.

A decision to permanently exclude

The headteacher will only use permanent exclusion as a last resort.

A decision to 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 permanently exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events, and take their views into account
 - The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to exclude.
 - Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.
 - The headteacher will not reach their decision until they have heard from the pupil.
 - Headteachers will inform the pupil of how their views were taken into account when making the decision.
- Consider whether the pupil has special educational needs (SEN). It is important that if SEND is a factor for the excluded pupil, the school is able to present evidence that it implemented all reasonable adjustments (as may be identified in a SENCO action plan or Education, Health and Care Plan). If this is the case the headteacher should consult with the SENCO.
- Consider whether the pupil is especially vulnerable or has other needs that could mean that extra consideration should be given (e.g. the pupil has a social worker, is eligible for Pupil Premium, or is a looked-after child (LAC))

- Consider if the child has had any Adverse Childhood Experiences (ACEs) a highly stressful and potentially traumatic event or situation.
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

Informing parents or the pupil where they are 18 or older¹

If a pupil is at risk of suspension or exclusion the headteacher will inform the parents / pupil 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 / pupil will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents / pupil 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' / pupil's right to make representations about the suspension or permanent exclusion to the Local Governing Body (LGB) and, where the pupil is attending alongside parents, how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the LGB to hold a meeting to consider the reinstatement of a pupil, and that parents (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
- That parents/the pupil have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents 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 are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

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 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.

¹ The school will seek permission from the student, where aged 18 or older, to tell their parents if a pupil is at risk of suspension or exclusion, or, ask the student to tell their parents themselves. Parents do not have a right to know if their child (if aged over 18 years) refuses to give consent for their parents to be informed.

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

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/pupil without delay, and provide a reason for the cancellation.

Informing the Local Governing Body (LGB)

The headteacher will, without delay, notify the LGB of:

- 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
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

The Chief Executive of the Trust should be kept informed on the same basis as the LGB.

Informing the local authority (LA)

The headteacher 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

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

The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

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

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will 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 / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, 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)
- They have decided to cancel a suspension or permanent exclusion, and why (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 headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but this will only be done where it has not yet been reviewed by the LGB. Where there is a cancellation:

- The parents, (or pupil if they are 18 or older), LGB and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
 - The notification must provide the reason for the cancellation
 - The LGB's duty to hold a meeting and consider reinstatement ceases
- Parents (or the pupil if they 18 or older) will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during 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 (AP) 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/Oak Academy/any other online pathway used by the Trust schools 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 looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

4.2 The Local Governing Body (LGB)

Considering suspensions and permanent exclusions

The LGB has a duty to consider parents' or pupil's, if they are 18 or over, representations about a suspension or permanent exclusion.

For any suspension of more than 5 school days, the LGB will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

For secondary schools, the LGB does not have to arrange such provision for pupils 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 review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The LGB will consider:

- Effectiveness and consistency in implementing the school's behaviour policy
- The school register and absence codes
- Instances where pupils receive repeated 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 ensure 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
- Understanding the characteristics of excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision, or the separate arrangements made to keep pupils apart for safeguarding purposes are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it.
- Building an evidence base from the most recent and accessible data to identify successes and root causes of problems
- Using data to benchmark and analyse trends to improve educational and financial outcomes
- Understanding and making use of performance data in the following areas to hold school leaders to account and to make informed decisions (please note, some of these may not be delegated to the LGB. Refer to your scheme of delegation for full delegated responsibilities):
 - Pupil numbers, attendance, and exclusions
 - Attainment and progress
 - Curriculum planning and class sizes
 - Financial management and governance
 - Quality assurance
 - Safeguarding and well-being
 - The school community, including staff. Pupils, parents, and the governing body

Compliance with requests from the Secretary of State

Within 14 days of receiving a request, the LGB will provide the Secretary of State with information about any suspensions or exclusions within the last 12 months.

4.3 The local authority (LA)

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

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

5. 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:

- a) The exclusion is permanent
- b) 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
- c) It would result in a pupil missing a public exam or National Curriculum test

Pupil Discipline Committee

The LGBs delegate responsibility for elements 5 a, b and c to a sub-group of Governors called a Pupil Discipline Committee (PDC). The LGB is responsible for selecting appropriate Governors to form the Pupil Discipline Committee.

The PDC will be formed of three Governors. All LGB members will be available for the PDC, except where they have a potential conflict of interest, or knowledge of the scenario, pupil or others relating to the case.

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 parents / the pupil if they are 18 or older. However, it is not required to arrange a meeting with parents / carers / pupil and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5 days, but not more than 15 school days, in a single term, and the parents / pupil make representations to the LGB, 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 parents / carers / pupil 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, a PDC may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a PDC and allowed to make representations or share information:

- Parents, or the pupil if they are 18 or older (and, where requested, a representative or friend. Parents / carers are permitted to invite more than 1 friend or representative to accompany them. Please note the PDC will consider and notify parents / carers of the limit on numbers attending the meeting.)
- 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 VSH, if the pupil is looked after

PDC meetings can be held remotely at the request of parents, or pupils if they are 18 or older. See section 9 for more details on remote access to meetings.

The PDC 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.

A Pupil Discipline Committee can either:

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

In reaching a decision, a Pupil Discipline Committee will consider:

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

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 pupil’s educational record, and copies of relevant papers will be kept with this record.

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

- The parents, or the pupil, if they are 18 or older
- The headteacher
- The pupil’s social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil’s home authority, if it differs from the school’s

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

- The fact that it is a permanent exclusion
- Notice of parents’ / the pupil’s, if they are age 18 or older, right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the PDC’s decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the 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 have a right to require the Academy Trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment

- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

6. Independent review

If parents / the pupil if they are 18 or older, apply for an independent review within the legal timeframe, schools within Impact Multi Academy Trust will, at their own expense, 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 parents / pupil by the PDC of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/pupils. See section 9 for more details on remote access to meetings.

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 member or Director of Impact Multi Academy Trust
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of Impact Multi Academy Trust or the LGB of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with Impact Multi Academy Trust, school, LGB, parents 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 role of the panel is to review the governing board's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel must consider the interests and circumstances of the permanently excluded pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

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

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

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

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

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

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

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

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the PDC at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the PDC 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 PDC 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 LGB 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.

7. School registers

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

- 15 school days have passed since the parents / carers / pupil (if they are 18 or older), were notified of the PDC's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents / carers / pupil have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the 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 school'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.

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

Making a return to the LA

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

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents 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(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 is met and no later than the removal of the pupil's name.

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension or the cancelling of a permanent exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

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

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

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

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

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

8.2 Reintegration meetings

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

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

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

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

9. Remote access to meetings

Parents, or pupils if they are 18 or older, can request that a PDC, or independent review panel (IRP) be held remotely.

If the parents/pupil don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

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

The PDC should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently
- Those attending virtually must confirm who is in the meeting room with them

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

Where the PDC or an arranging authority has safeguarding concerns in agreeing to a parent / carer's request for a remote meeting as a result of any risk assessment they have undertaken, they can, in such circumstances, refuse to hold a meeting through the use of remote access if, as a result of the safeguarding concern, a remote meeting will not fully enable the participants to take part or cannot be held fairly and transparently. The meeting should be held face to face instead.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of key participants (clerk, headteacher, and parent/child) to contribute effectively, or
- Prevent the meeting from running fairly and transparently

Meetings will not be recorded. The only exception would be for meetings to be recorded by the clerk and then only for the purposes of writing the minutes, after which, the recording will be destroyed.

10. Monitoring arrangements

The school will collect data on the following:

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

At a Trust level, the data will be considered by the Trust Standards and Performance Committee three times per year. The Director of Education will report to the Trust Standards and Performance Committee. At a school level, the LGB will receive reports from the Head Teacher three times per year, via a LGB meeting,

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

- At school level
- By age group
- By school term
- By protected characteristic

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

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

11. Links with other policies

This exclusions policy is linked to the following policies within the Trust and its schools:

- Impact Multi Academy Trust Secondary Schools' Behaviour policy
- Impact Multi Academy Trust Primary Schools' Behaviour Policy
- The individual schools' SEN policies and information reports
- Impact Multi Academy Trust Safeguarding and Child Protection Policy
- Impact Multi Academy Trust Data Protection Policy

[Key Information - Impact Multi Academy Trust](#)

This policy will be reviewed by the Director of Education annually. At every review, the policy will be approved by the Impact Multi Academy Trust Board of Trustees or its subcommittee, the Trust Standards and Performance Committee.

Appendix 1: independent review panel training

Impact Multi Academy Trust must make sure that, when using a third party organisation to arrange and manage an IRP on its behalf, that the third party contractor has given written assurances that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, LGBs and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act