ADVANCE LEARNING PARTNERSHIP

Suspension and permanent exclusion Policy

Date: September 2026

Review Date: September 2027

Relating to all Academies of the
Advance Learning Partnership Multi Academy Trust

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Links with other policies.

This exclusions policy is linked to:

- Academy Behaviour policy.
- SEND Policy and Information Report.
- Equality, information and objectives statement.

Aims

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

Our Trust and all Academies part of ALP aim to ensure that:

- Pupils in school are safe and happy.
- The suspensions and permanent exclusion process is applied fairly and consistently.
- Governors, staff, parents and pupils understand the exclusions process.
- Pupils are prevented from becoming NEET. (Not in education, employment, or training).

- All suspensions and permanent exclusions are carried out lawfully.

Legislation and statutory guidance

This policy is based on the Department for Education statutory guidance "School Suspensions and Permanent Exclusions" (effective from 26 July 2026) and any subsequent amendments. Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

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

- Section 51A of the , as amended by the Education Act 2002Education 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 looks at 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 also reflects:

- Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.
- Children's Wellbeing and Schools Act provisions relating to off-site direction.
- Keeping Children Safe in Education (current version) in relation to safeguarding separation arrangements.

This policy complies with our funding agreement and articles of association.

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 –occurs when the governing board of a maintained school requires a pupil to attend another education setting, such as an alternative provision or another mainstream school, with the aim of improving the pupil's behaviour. This is a **temporary arrangement**, distinct from a permanent managed move, and is intended to provide a fresh start or a different environment that may better support the pupil's behavioural needs.
- Parent – any person who has parental responsibility and any person who has care of the child.
- Supported off-site provision – "this is when a governing board of a maintained school direct a pupil to attend another education setting to improve their behaviour. Academies can also arrange **off-site provision** for this purpose under their general powers".
- Safeguarding separation - temporary safeguarding measure used in exceptional circumstances where it is necessary to keep a pupil away from the school site to protect another pupil or others while a safeguarding concern is being managed or investigated.

Off-Rolling and Unlawful Exclusions

- Advance Learning Partnership is committed to ensuring that exclusions, pupil movement and alternative educational arrangements are lawful, transparent and in the best interests of the child.
- Schools must follow statutory guidance and ensure no pupil is removed from education except through lawful processes. Schools should work with pupils, parents/carers, the Local Authority and partner agencies to identify appropriate support and interventions, ensuring exclusion is used only where necessary, proportionate and lawful.
- Off-rolling and unlawful exclusions are not permitted. Schools must maintain accurate records and ensure decisions relating to exclusions, managed moves, off-site direction, alternative provision, elective home education and removal from roll comply with statutory requirements and DfE guidance.

Examples of off-rolling may include:

- Exercising 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.
- Moving a pupil to off-site AP where that is not in the best interests of that pupil.
- Encouraging a post-16 student not to continue with their course of study when this is against the best interests of that pupil.
- Sending a pupil home without a formal suspension regardless of whether it occurs with the agreement of parents.
- Placing a pupil on a part-time timetable for behavioural reasons.
- Intentionally removing a pupil from the school roll without correctly following regulations. Schools must not require a pupil to learn remotely, attend part-time, remain at home, or otherwise be absent from school for disciplinary reasons unless a formal suspension has been issued and recorded in accordance with statutory guidance.

SEND and Equality Duties

- Schools must not exclude, remove from roll, or otherwise disadvantage a pupil because of their SEND, disability, medical needs or additional vulnerabilities. Schools must demonstrate that they have considered reasonable adjustments, appropriate interventions and support, and their duties under the Equality Act 2010 and the Children and Families Act 2014.
- Coding for Cancelled Suspensions & Permanent Exclusions
- If a permanent exclusion is subsequently cancelled, the exclusion must not be removed from the school's records. The record should be retained and annotated with the reason for the cancellation.
- Schools requiring advice on the recording of cancelled permanent exclusions, including attendance coding and pupil record requirements, should contact the Trust Leader of Pupil Provision and the relevant local authority.

Roles and responsibilities

Safeguarding Separation

The July 2026 DfE statutory guidance introduces a new section on safeguarding separation, providing national guidance on a practice that had previously been recognised through case law but was not explicitly covered in the statutory guidance.

The guidance explains that safeguarding separation is not a suspension or permanent exclusion. Instead, it is a temporary safeguarding measure used in exceptional circumstances where it is necessary to keep a pupil away from the school site to protect another pupil or others while a safeguarding concern is being managed or investigated.

This change provides schools with a clear statutory framework for using safeguarding separation in rare cases, while emphasising that it must not be used as a substitute for suspension or permanent exclusion where the issue is disciplinary rather than safeguarding. Key points include:

• Purpose; It should only be used for safeguarding reasons, not as a disciplinary sanction or an alternative to suspension. Typical examples include serious allegations of sexual violence, sexual harassment or other significant safeguarding risks between pupils.

• Exceptional and temporary; The separation should last only as long as is necessary to manage the immediate safeguarding risk. Schools should keep the arrangement under regular review and end it as soon as it is safe to do so.

• No disciplinary record; Because it is not an exclusion, it should not be recorded as a suspension or permanent exclusion and should not be used to circumvent the statutory exclusion process.

• Education must continue; The school should seek to ensure the pupil continues to receive suitable education during the separation. Where the pupil cannot attend school because of the safeguarding separation, the guidance makes clear that the local authority's duty under section 19 of the Education Act 1996 to arrange suitable education may be triggered.

• Communication and recording; Schools should clearly explain the reasons for the separation to parents, keep accurate records of the decision-making, and work closely with the designated safeguarding lead (DSL), children's social care and, where appropriate, the police.

Where safeguarding separation is used, the Headteacher will ensure the Chair of Governors/Academy Council or another nominated governor is informed without delay and appropriate oversight arrangements are put in place.

Any use of safeguarding separation must be subject to regular review and recorded appropriately, including rationale, duration, safeguarding risk and decision-making.

Comparison of Safeguarding Separation and Suspension

Safeguarding Separation	Suspension
Used to manage an immediate safeguarding risk.	Used for disciplinary reasons following a serious breach of the school's behaviour policy.
Not a disciplinary sanction.	A formal disciplinary sanction.
Not recorded as a suspension or permanent exclusion.	Recorded as a suspension.
Temporary measure while safeguarding concerns are investigated or addressed.	Fixed-term exclusion for a specified period, up to a maximum of 45 school days in an academic year.
School and Local Authority work together to secure suitable education where the pupil cannot attend school.	School provides work for the first five school days and suitable full-time education from day six if the suspension exceeds five days.
Must be proportionate, lawful and based on safeguarding considerations.	Must be lawful, reasonable, proportionate and in accordance with DfE guidance.
Does not form part of the school's exclusion record.	Forms part of the pupil's exclusion record and must be formally recorded.

Off Site direction

Off-site direction is a temporary, time-limited placement arranged by a school to improve a pupil’s behaviour, with legal and procedural safeguards for pupils and parents.

Legal Framework

Schools in England, including maintained schools and academies, have the power to direct pupils off-site under Section 29A of the Education Act 2002, as amended by the Education and Skills Act 2008. Academies must have their Articles of Association updated to include this power. The Education (Educational Provision for Improving Behaviour) Regulations 2010 and subsequent amendments set out the rules for maintained schools, and the Children's Wellbeing and Schools Act ensures academies follow the same statutory requirements.

Purpose and Use

Off-site direction is intended solely to improve future behaviour, not as a punishment for past misconduct. It is typically used when in-school interventions or targeted support have not been successful. Placements can be at another mainstream school or an Alternative Provision (AP) setting, such as a Pupil Referral Unit (PRU), and may be full-time or part-time alongside continued mainstream education.

Procedural Requirements

- **Parental Involvement:** Parents should be consulted and informed in writing about the placement, including start and end times, at least **two school days before** the off-site education begins. Children should also be involved in decision-making according to their age and health.
- **Dual Registration:** Pupils must remain **dual registered** at both the home school and the off-site setting.
- **Review Process:** The placement must be **reviewed periodically** to assess progress, with invitations extended to parents, the headteacher, and a nominated trustee or governing body member. If the pupil has an **EHC plan**, the local authority must also be invited.
- **Time-Limited Placement:** Schools should agree on a **maximum period** for the off-site direction and consider alternative options, such as a managed move, once the time limit is reached. Ensure the receiving school or AP setting can provide a **different environment** that addresses the pupil's behavioural needs, such as smaller class sizes, new peer groups, or differentiated curriculum.
- Maintain **clear communication** with parents and pupils throughout the process, confirming arrangements in writing.
- Off-site direction should be **used before considering a managed move** or permanent exclusion, and unsuccessful placements should not automatically trigger retrospective exclusions.
- Schools must consider **disability and EHC plan requirements** to avoid discriminatory practices and ensure statutory obligations are met.

Written Notification Requirements

Prior to an off-site direction commencing, parents/carers must receive written notification confirming:

- The reason for the placement.
- The intended behavioural outcomes.
- The location and contact details of the provider.
- Start and end dates.
- Review arrangements.
- Travel arrangements where applicable.
- Reintegration arrangements.

- The name of the key contact responsible for monitoring the placement.

The pupil should also be involved in the decision-making process where appropriate to age and understanding.

Off-site direction is a structured, legally regulated tool to support pupils whose behaviour requires additional intervention. It emphasises parental consultation, dual registration, periodic review, and time-limited placements to ensure the pupil's educational and behavioural needs are met while safeguarding their rights and maintaining statutory compliance.

Supported off site provision

Supported Off-Site Provision: This involves providing tailored educational support in an alternative setting that aligns with the pupil's educational needs. It is designed to help pupils who are struggling to engage in a mainstream classroom setting and may require intensive support to reintegrate back into the academy.

Difference between supported off-site provision and directed off-site direction

The main difference between supported off-site provision and an off-site direction is the purpose of the arrangement and the legal basis on which it is made.

Supported off-site provision is a tailored educational arrangement for a pupil who cannot fully access mainstream education because of behavioural, health, mental health or other identified needs. It may be delivered on or away from the school site and can include academic, vocational and/or therapeutic support.

An off-site direction is a formal, temporary arrangement under which a pupil is required to attend another educational setting for the purpose of improving their behaviour and/or engagement. It is normally considered where interventions or targeted support have not secured sufficient improvement and must be subject to appropriate consultation, written notification and regular review.

Both arrangements are intended to support positive educational outcomes. However, supported off-site provision is based primarily on meeting the pupil's identified educational or support needs, whereas an off-site direction is a specific intervention intended to improve behaviour and engagement within the applicable statutory framework.

Managed Moves

Managed move is a voluntary, permanent transfer of a pupil to another mainstream school, used as an alternative to permanent exclusion and requiring the consent of all parties involved.

Definition and Purpose

A managed move is designed to give a pupil a fresh start at a new school while avoiding a formal exclusion on their record. It is intended to be permanent from the outset and should only occur when it is in the pupil's best interests, following appropriate initial interventions to support the child's educational, social, and emotional needs. Managed moves are distinct from off-site directions, which are temporary placements used to improve behaviour and do not require parental consent.

Consent and Legal Considerations

Managed moves require the agreement of the parents, the current school, and the receiving school. Parents cannot be pressured into agreeing, and a pupil cannot be excluded simply because they or their parents refuse a managed move. For pupils with an Education, Health and Care Plan (EHCP), statutory duties apply, and any move must follow the legal process for amending the plan.

Process and Best Practice

While there is no statutory scheme, best practice includes the following steps:

- The **home school initiates** the request and appoints a facilitator to oversee the process.
- **Information sharing** occurs between schools, including attainment, risk assessments, and support strategies, to ensure the new school can support the pupil from day one.
- The pupil must be **willing to participate**, and parents must support the move.
- Any period of dual registration is solely to support transition arrangements and administrative processes. Managed moves must be agreed as permanent from the outset and must not operate as trial placements.

Pupils must not be suspended or permanently excluded because a parent or pupil refuses to agree to a managed move.

- **Regular reviews** and ongoing support from both schools help address any issues during the transition.

When Managed Moves Are Appropriate

Managed moves are most effective as part of a **planned intervention**, rather than as a first response to behavioural issues. They may be considered in cases such as:

- Risk of permanent exclusion.
- Incidents of bullying (as victim or perpetrator).
- Breakdown in home-school relationships.
- Home or community circumstances affecting the pupil's education.

Safeguards and Oversight

Schools must act in a spirit of **partnership**, ensuring the pupil's welfare is central. If a managed move is at risk of breaking down, schools should consult with local authority partnerships or learning networks to explore additional support. Ofsted considers evidence of parental pressure into managed moves as a potential indicator of off-rolling, which can affect school ratings.

Suspensions

The 2026 statutory guidance emphasises early intervention, safeguarding, pupil voice, SEND considerations, reintegration and the use of alternative strategies before exclusion.

- Only a headteacher may suspend a pupil or withdraw a suspension.
- Before suspending a pupil, the headteacher / executive headteacher should consider the pupil's individual circumstances, including safeguarding, SEND, disabilities, social worker involvement, looked after status and, where appropriate, the pupil's views.
- Prior to deciding upon a suspension schools should contact the trust Leader of Pupil Provision to discuss the case and seek appropriate alternatives to suspension if there are any and if they are in the best interest of the child.
  The Headteacher should consider whether any reasonable adjustments, pastoral interventions, safeguarding measures, SEND support or alternative approaches could appropriately address the behaviour before deciding that suspension is necessary and proportionate.

- A suspension is the temporary removal of a pupil from school for disciplinary reasons in accordance with 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 an academic year.
- Where suspensions are repeated, schools should consider whether additional support, interventions, reasonable adjustments or safeguarding measures are needed to prevent further incidents.
- During a suspension, the school must ensure the pupil continues to receive education through suitable work or learning activities. Any pupil sent home for disciplinary reasons, including to learn remotely, must be formally recorded as suspended.
- Schools' duties under the Equality Act 2010 and Children and Families Act 2014 continue during a suspension. SEND needs, reasonable adjustments and safeguarding concerns must remain under review.
- Partial-day suspensions may be used where appropriate. Lunchtime suspensions must be recorded as half a school day and count towards the total number of days suspended.
- Schools must record all periods of suspension using the 'E' (Suspended) attendance code in accordance with attendance regulations and statutory guidance.
- Following a suspension, schools should support the pupil's successful reintegration into education, complete a reintegration meeting and plan, where appropriate, to identify any support required and reduce the risk of further suspensions.
- A suspension cannot be extended or converted into a permanent exclusion. Where new evidence emerges, a further suspension or permanent exclusion may be issued following a fresh, lawful and proportionate decision.

Permanent Exclusions & DfE Exclusion Codes

Only the Headteacher / Executive Headteacher has the authority to permanently exclude a pupil from a school. The decision must be lawful, reasonable, fair and proportionate, and made in accordance with statutory guidance.

Deciding whether to permanently exclude

Only the Headteacher/ Head of School and Executive 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. The Headteacher/ Head of School and Executive Headteacher will only use permanent exclusion as a last resort.

A decision to permanently 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/ Head of School and Executive Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the suspension or permanent exclusion were provoked.
- Consider the pupil version of events.
- Consider whether the pupil has special educational needs (SEN).
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC)).
- Consider whether all alternative solutions have been explored, such as off-site direction. Permanent exclusion should only be used as a last resort.

The Headteacher/ Head of School and Executive Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to permanently 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 or social worker.

The school must ensure that any decision to permanently exclude demonstrates consideration of safeguarding duties, SEND needs, Equality Act obligations, previous interventions and whether alternative strategies have been appropriately considered.

The rationale for the decision should be clearly evidenced and recorded.

- Where a Headteacher / Executive Headteacher believes that a permanent exclusion may be necessary, they should contact the Trust Leader of Pupil Provision providing details of the incident and circumstances. This will ensure appropriate advice, oversight and a clear audit trail between the school and Trust and ensure that all avenues of support and alternative to exclusion have been fully explored.
- A permanent exclusion means that a pupil is no longer allowed to attend the school unless subsequently reinstated by the Academy council or following an Independent Review Panel process.
- Schools must notify the Local Authority of the DfE reason for the permanent exclusion.
- The school remains responsible for setting and marking suitable work for the pupil during the first five school days of the exclusion where alternative provision has not yet commenced.
- The Local Authority has a statutory duty to arrange suitable full-time education from the sixth school day following the first day of the exclusion. Where the excluding school is located outside the pupil's home authority, responsibility rests with the pupil's home Local Authority. Where possible and if in the best interest of the child, Advance Learning Partnership will provide education provision through its connect centre from day 1 of the exclusion up to the culmination of the exclusion process including any time delay caused by a parent request for appeal.
- Where a pupil has an EHCP, the Local Authority SEND Team will review the placement and consult with parents/carers and relevant professionals as required.
- Schools must record the relevant DfE reason code when notifying the Local Authority of a suspension or permanent exclusion. The table below sets out the recognised DfE codes to support consistent reporting and monitoring.

Exclusion and suspension codes

Abuse against sexual orientation and gender identity Code	LG
Abuse relating to disability	DS
Bullying	BU
Damage to property	DM
Drug and alcohol related	DA
Inappropriate use of social media or online technology	MT
Persistent disruptive behaviour	PD
Physical Assault against a pupil	PP
Physical assault against an adult	PA
Racist abuse	RA
Sexual misconduct	SM
Theft	TH

Use or threat of use of an offensive weapon or prohibited item	OW
Verbal abuse / threatening behaviour against a pupil	VP
Verbal abuse / threatening behaviour against an adult	VA
Wilful and repeated transgression of protective measures in place to protect public health	PH

Academy council Consideration of Permanent Exclusions

Responsibilities regarding exclusions are delegated to Governors on the Academy Council, consisting of at least 3 governors. Where there may be any conflicts or if the Academy is unable to have three governors from their own Academy Council, other Academy Council Governors from other Academies that are part of ALP may be used.

The allocated discipline panel has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see Section 5 and Section 6) in certain circumstances.

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

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

- The Academy Council has a statutory responsibility to review permanent exclusions and certain suspensions in accordance with DfE statutory guidance. The Academy Council must ensure that exclusion decisions are lawful, reasonable, fair, proportionate and procedurally correct.

When considering a permanent exclusion, the Academy Council must review all relevant evidence and consider:

- Whether the Headteacher's decision was lawful, reasonable and procedurally fair.
- The circumstances and interests of the excluded pupil.
- The interests of other pupils and staff at the school.
- Any relevant equality, safeguarding and SEND considerations.

Following its consideration, the Academy Council may:

- Decide not to reinstate the pupil.
- Direct the reinstatement of the pupil immediately or from a specified date.

For permanent exclusions, the Academy Council must meet to consider the exclusion within 15 school days of receiving notice of the exclusion. Academy Council meetings should ordinarily be held in person. However, meetings may be conducted through remote access, where permitted, by DfE statutory guidance and where arrangements allow all participants to engage fully, fairly and safely in the proceedings.

The excluding school is responsible for preparing and distributing all meeting documentation.

Papers should be circulated to parents/carers, Governors and any invited parties at least 5 school days in advance of the meeting to allow proper consideration of the evidence and representations.

For maintained schools, the Local Authority may make representations at the Governing Board meeting. For academies, parents/carers may request Local Authority attendance, with the Academy Council determining whether the representative attends as an observer or makes representations.

Where the exclusion relates to a pupil with a Social Worker or a Looked After Child, the Academy Council should ensure that the views of the Social Worker and/or Virtual School Head are considered in accordance with statutory guidance.

The Academy Council must communicate its decision and reasons in writing to the parent/carer, Headteacher, Local Authority and any other relevant parties without delay, ensuring that information about any further rights of review or appeal is provided where applicable.

Suspension Permanent Exclusion comparison

Suspension	Permanent Exclusion
A temporary removal.	A permanent removal from the school roll.
The pupil remains on the school roll and is expected to return to the school following the suspension period.	The pupil does not return to the school and must receive education through another placement.
Can be for a fixed number of days or part of a school day (e.g. lunchtime suspension).	Is the most serious sanction available to a headteacher and should only be used as a last resort.
The maximum total suspension period is 45 school days in a single academic year.	There is no return to the school unless the exclusion is overturned through the statutory review process.
Schools should support the pupil's reintegration and consider a reintegration meeting following the suspension.	The governing board must consider whether the pupil should be reinstated, and parents have the right to seek an Independent Review Panel if reinstatement is not directed.
Used where a temporary removal from school is a proportionate response to a serious breach of the school's behaviour policy.	Used where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others, or following a serious breach of the behaviour policy.

The Headteacher/ Head of School and Executive Headteacher

Informing parents

If a pupil is at risk of suspension or permanent exclusion parents will be informed 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/ Head of School and Executive Headteacher decides to suspend or permanently exclude a pupil, the parents will be informed of the period of the suspension or that the exclusion is permanent, and the reason(s) for it, without delay.

The parents 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' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this.
- How any representations should be made.
- Where there is a legal requirement for the Academy Council 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.

The school 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 a suspension or permanent 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/ Head of School and Executive 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.

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

Informing the Academy Council

The school will, without delay, notify members of the selected disciplinary panel of the Academy Council of:

- Any permanent exclusion.
- Any suspension which would result in the pupil being suspended 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.

The Headteacher/ Head of School will notify the Academy Council once per term of any of the above, as well as any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the local authority (LA)

The LA will be notified 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 school will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

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 school 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 school 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/ Head of School and Executive 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).

The social worker / VSH will be invited to any meeting of the Academy Council 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/ Head of School and Executive Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the discipline panel of the Academy Council. Where there is a cancellation:

- The parents, discipline panel of the Academy Council and LA will be notified without delay.
- Where relevant, any social worker and VSH will be notified without delay.
- Parents will be offered the opportunity to meet with the Headteacher/ Head of School and Executive Headteacher to discuss the cancellation.
- As referred to above, the Headteacher/ Head of School and Executive Headteacher will report to the Academy Council once per term on the number of cancellations.
- The pupil will be allowed back in school without delay.
- Any days spent out of school prior to the cancellation will count towards the 45 days maximum permitted in a school year.

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 provision (AP), the school will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways may be used for this.

If the pupil has a special educational need or disability, the school 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.

Monitoring and analysing suspensions and permanent exclusions data

The Academy Council will receive and scrutinise termly reports relating to:

- Suspensions.
- Permanent exclusions.
- Repeat suspensions.
- Off-site directions.
- Managed moves.
- Safeguarding separations.
- Alternative provision placements.
- Pupils with SEND.
- Looked After Children.
- Pupils with social workers.
- Vulnerable cohorts and protected characteristics.

The Academy Council will use this information to identify patterns, monitor disproportionality and evaluate the effectiveness of behaviour, safeguarding and inclusion strategies.

The Academy Council will consider:

- How effectively and consistently the school's behaviour policy is being implemented.
- The school register and absence codes.
- Instances where pupils 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 pupils off-site.

The 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 LAC or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

Considering the reinstatement of a pupil

A panel of three Governors from the Academy Council 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 permanent 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 examination 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 panel must consider any representations made by parents. However, it is not required to arrange a meeting with parents, and it cannot direct the Headteacher/ Head of School and Executive 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 make representations to the panel of the Academy Council, the panel will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the Academy Council is not required to meet and it cannot direct the Headteacher/ Head of School and Executive Headteacher to reinstate the pupil.

Where an exclusion would result in a pupil missing a public examination, the panel will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the panel will consider the exclusion and decide whether or not to reinstate the pupil.

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

- Parents, 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/ Head of School and Executive Headteacher.
- The pupil’s social worker, if they have one.
- The VSH, if the pupil is looked after.

The Academy Council 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. This meeting may be held remotely but this should not be the default and is not the preferred method.

The panel 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 board cannot do this – see earlier in this section).

In reaching a decision, the panel will consider:

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

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

- The parents, or the pupil, if they are 18 or older.
- The Headteacher/ Head of School and Executive 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 it is a permanent exclusion the panel's decision will also include the following:

- The fact that it is a permanent exclusion.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel.
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the panel'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 ALP to appoint a 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 a 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.

An independent review

ALP are responsible for arranging an independent review panel (IRP) meeting, this is contracted to the Legal Services Team at the Local Authority. If parents apply for an independent review, the independent panel will review the decision of the governing board not to reinstate a permanently excluded pupil. This meeting may be held remotely but this should not be the default and is not the preferred method.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the behaviour panel of its decision to not reinstate a pupil.

A panel of 3 members will be constituted with representatives from each of the categories below.

- 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.
- 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 ALP, or governing board 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 ALP, or the governing board, of the excluding school (unless they are employed as a Headteacher at another school).
- Have, or at any time have had, any connection with the school, governing board, 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.

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.

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 governing board's decision.
- Recommend that the governing board reconsiders reinstatement.
- Quash the governing board's decision and direct that they 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 governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

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

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

This notification will include:

- The panel's decision and the reasons for it.
- Any information that the panel has directed the governing board to place on the pupil's educational record.

School registers

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

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

Where an application for an independent review has been made, the governing board 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. Schools will refer to LA guidance on appropriate codes to use.

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 inform the LA.

Returning from a suspension

Reintegration strategy

Following a suspension, off-site direction or safeguarding separation, the school will implement a reintegration strategy to support the pupil's successful return to full participation in education.

The strategy will take account of behavioural, safeguarding, SEND, wellbeing and attendance considerations.

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

Schools can consider a range of measures to enable the pupil's successful reintegration which can include, but are not limited to:

- maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school.
- daily contact with a designated pastoral professional in school. • use of a report card with personalised targets leading to personalised rewards.
- ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress.
- planned pastoral interventions.
- mentoring by a trusted adult or a 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 must not be used as a behaviour management tool.

Where a part-time timetable is considered necessary for medical, SEND, wellbeing or reintegration purposes, it must:

- be supported by a written plan.
- have clearly defined objectives.
- include review dates.
- be agreed with parents/carers where appropriate.
- be used for the shortest period possible.
- have a planned return to full-time education.

Schools must maintain records demonstrating the rationale, duration and review of any part-time timetable.

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

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.

Pupil Voice

In line with statutory guidance, schools will seek and consider the views of pupils affected by:

- suspension.
- permanent exclusion.
- off-site direction.
- safeguarding separation.
- managed move arrangements.

The extent of involvement will reflect the pupil's age, understanding and individual circumstances. Schools will make reasonable adjustments to ensure pupils are able to participate meaningfully in decisions affecting them.

Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions.
- Use of pupil referral units, off-site directions and any other supported off-site provisions.

The data analysed may include:

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

ALP will work with its academies to consider this data, and to analyse whether there are patterns across the Trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMS and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the Safeguarding Policy.

Complaints

All complaints should be raised with the school in the first instance.

The details of how to make a formal complaint can be found in the School Complaints Policy.

Equality and Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

Modern Slavery Act

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain.

The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

Accessibility Statement

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office. Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.