



STUDENT SUSPENSIONS AND EXCLUSIONS POLICY

**(Incorporating off-site directions, managed moves
and temporary safeguarding separations)**

Approved By: Trust Board
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1. INTRODUCTION AND AIMS

The Girls' Learning Trust (the 'Trust') aims to ensure that:

- Students in our schools are safe, happy and making good progress.
- Students do not become NEET (not in education, employment or training).
- The exclusions process is applied fairly and consistently across all our schools.
- The exclusions process is understood by trustees, governors, staff, parents and students.

2. LEGISLATION AND GUIDANCE

This policy is based on statutory guidance from the Department for Education (DfE): *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026*. It is based on the following legislation, which outlines schools' powers to exclude students:

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

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
- The School Inspection Handbook, which defines 'off-rolling'
- Public Sector Equality Objectives

The policy should be read in conjunction with the following other relevant Trust policies:

- Student Placement Procedure (Alternative Provision and Managed Moves)
- SEND Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Each School's behaviour policy

3. DEFINITIONS

Suspension: when a student is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Internal suspension: when a student is removed from class and moved to a supervised unit on school grounds.

Permanent exclusion: when a student is removed from the school permanently and taken off the school admission register. This is sometimes referred to as an 'exclusion'.

Off-site direction: when a school requires a student to attend another education setting temporarily, to improve their behaviour.

Parent/carer: any person who has parental responsibility and any person who has care of the student.

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

4. ROLES AND RESPONSIBILITIES

The Trust Board has overall accountability for the Exclusions Policy, while the Chief Executive Officer and Headteachers are responsible for its implementation across all schools within the Trust.

Trust Board	▪ Maintains oversight of the exclusions policy to ensure fair and consistent application across all schools. ▪ Receives reports from the CEO on exclusion data, using this information to guide policy updates. ▪ Ensures alignment with the Trust's commitment to safeguarding and educational progress. ▪ Provides the Secretary of State for Education with information about any exclusions in the last 12 months.
Headteacher	▪ Decides on exclusions, whether fixed-term or permanent, following thorough investigation. ▪ Ensures the exclusions process aligns with Trust policy (as set out in Section 6) and statutory guidelines. ▪ Communicates exclusion decisions to parents, including reasons and appeal options. ▪ Arranges alternative provision for suspensions for longer than five school days and coordinates reintegration meetings. ▪ Leads on development of the school's behaviour policy.
Chief Executive Officer (CEO)	▪ Oversees the application of this exclusions policy across the Trust to ensure consistency and compliance. ▪ Supports Headteachers in exclusion decisions, providing guidance on complex cases. ▪ Reports exclusion data and trends to the Trust Board, identifying areas for improvement. ▪ Arranges and supports meetings of the Trust Exclusions Committee.
Local Governing Body (LGB)	▪ Monitors school exclusions data to identify trends and support behaviour management improvements. ▪ Considers representations from parents / carers on suspensions where the total number of days out of school is under five in a single term. ▪ Approves the school's behaviour policy.
Trust Exclusions Committee	▪ Reviews exclusion decisions to determine if the student should be reinstated (as per Section 9 below). ▪ Hears parental appeals, as appropriate, ensuring fairness and transparency.
Local Authority (LA)	▪ Provides guidance and support on exclusion cases to the Trust, including alternative provision for exclusions for longer than five school days. ▪ Assists with reintegration, especially in complex cases requiring additional resources. ▪ Ensures the Trust meets statutory obligations and promotes practices to reduce NEET risk.
All Staff	▪ Maintain high behavioural standards and apply the school's behaviour policy consistently.

	▪ Report incidents that may require intervention, supporting investigations as needed. ▪ Support the reintegration of excluded students, fostering a positive environment for their return.
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5. OFFSITE DIRECTIONS, MANAGED MOVES AND ALTERNATIVE PROVISION

See the Trust's Student Placement Procedure (Alternative Provision and Managed Moves) for more information.

Purpose and Definitions

Schools must consider alternative provision, off-site direction and managed moves as part of their wider graduated response to concerns about behaviour, attendance, welfare, safeguarding, SEND or engagement. Where used appropriately, these arrangements can help to secure continued education, provide targeted support, reduce the risk of suspension or permanent exclusion, and support successful reintegration.

Alternative provision means education arranged away from the student's usual school. It may be used in different circumstances, including as part of a planned intervention, following a suspension or permanent exclusion, or where a student requires a different educational setting, curriculum or support arrangement.

Off-site direction is a specific legal route through which a student is required to attend another education setting temporarily, for the purpose of improving their behaviour. During any period of off-site direction, the student remains on roll at their school. The school retains responsibility for the student's safeguarding, welfare, attendance, educational progress and reintegration planning.

Requirements for Use

Off-site direction must be planned, proportionate, time-limited and kept under review. It must not be used as a punishment for past behaviour, as an informal exclusion, or as a way of avoiding the statutory suspension and permanent exclusion process.

Schools must ensure that any use of alternative provision, off-site direction or managed move is authorised, recorded and reviewed in accordance with the Trust's Student Placement (Alternative Provision and Managed Moves) Procedure. That document sets out the detailed requirements for decision-making, written notices, parental and student communication, provider checks, safeguarding, risk assessment, SEND, attendance monitoring, review meetings and reintegration.

Relationship with Managed Moves and Exclusions

Where a temporary placement in another mainstream school is required to improve behaviour, schools must treat this as off-site direction. It must not be described as a "trial managed move" or "trial admission". A managed move is a permanent and voluntary move to another mainstream school and must be agreed by all relevant parties.

Schools must ensure that off-site direction and alternative provision are not used informally, indefinitely or inappropriately. Where a student is sent home, told not to attend school, placed on remote learning, or prevented from attending for disciplinary reasons, this must be treated as a suspension or permanent exclusion and the statutory process must be followed.

School Admissions

A managed move must also be considered within the normal admissions framework. It does not override a school's published admission arrangements, in-year admissions process, admission

number, oversubscription criteria or waiting list. Where a receiving school has a waiting list, a managed move must not be used to admit a student ahead of other applicants who have a higher priority for admission, unless there is a separate lawful basis for doing so, such as a local authority Fair Access Protocol, a statutory direction, or the naming of the school in an Education, Health and Care Plan.

Where a managed move is being considered to another Trust school, the schools must ensure that the proposed move is educationally appropriate, genuinely voluntary, agreed by all relevant parties and compatible with the receiving school's admissions position. A managed move must not be used to create an informal transfer route into an oversubscribed school or to bypass normal waiting list arrangements.

6. TEMPORARY SEPARATION FOR SAFEGUARDING PURPOSES

Purpose and Threshold

In rare circumstances, a school may need to temporarily separate students for safeguarding reasons. This may include situations where there has been an allegation of harm by one student against another and it is necessary to manage immediate safeguarding risks while further enquiries, risk assessments or multi-agency discussions take place.

Temporary separation for safeguarding purposes is not a suspension or permanent exclusion where it is not imposed on disciplinary grounds. Schools must not use temporary safeguarding separation as an informal exclusion or as an alternative to the statutory suspension and permanent exclusion process.

Any decision to temporarily prevent a student from attending the school site for safeguarding reasons must be exceptional, necessary, proportionate and clearly recorded. Schools must consider the individual circumstances of the case and must take account of their duties in relation to safeguarding, equality, SEND, human rights and the continued education of the student.

Decision-making and Oversight

The Designated Safeguarding Lead, or a Deputy Designated Safeguarding Lead, must take a lead role in advising on any temporary separation for safeguarding purposes. The Headteacher is responsible for deciding whether such a measure is necessary, taking account of safeguarding advice and, where appropriate, advice from children's social care, the police, the Local Authority or other relevant agencies.

Schools must inform parents / carers of the reason for the temporary separation unless there is a specific safeguarding reason why this would not be appropriate at that point. The Headteacher must notify the Chief Executive Officer and Chair of the Local Governing Body without delay. The school must also ensure that appropriate information is reported through safeguarding and governance reporting arrangements so that the Trust Board and Local Governing Body can maintain oversight.

Recording, Review and Reintegration

Schools must record temporary safeguarding separation separately from suspensions and permanent exclusions. Records must show the reason for the decision, the safeguarding threshold relied upon, any agency advice received, the education and support arrangements in place, and the planned review arrangements.

Any period of temporary separation must last only for as long as is necessary to manage the safeguarding risk. Schools must keep the arrangement under regular review and consider whether the student can return safely, whether protective measures or reasonable adjustments are required,

whether alternative provision or off-site direction is appropriate, or whether a separate disciplinary process should be considered.

Where a student returns to school following temporary safeguarding separation, the school must plan and support reintegration carefully. This may include a risk assessment, pastoral support, staff briefing, adjustments to movement around the site, support from external agencies, or other measures necessary to support safety, welfare and continued education.

7. THE DECISION TO SUSPEND OR EXCLUDE

The Headteacher has the sole authority to suspend or permanently exclude a student from a Trust school on disciplinary grounds. This decision can be made in response to behaviour occurring either inside or outside of school and will be taken with the utmost seriousness. Permanent exclusion is regarded as a last resort and will only be applied when other interventions have been unsuccessful.

For the avoidance of doubt, in cases where a student is sent home for disciplinary purposes and asked to work online, this must still be recorded as a formal suspension.

Suspension and Exclusion Decisions

A decision to suspend a student will be made:

- In line with the school's behaviour policy.
- To signal that the student's behaviour is unacceptable.
- To indicate that continuing this behaviour could lead to permanent exclusion.
- When previous suspensions have proven insufficient, additional support strategies may be introduced to address the behaviour.

A student will be permanently excluded only:

- In response to **serious** or **persistent** breaches of the behaviour policy.
- If the student's presence would likely cause significant harm to the education or welfare of others.

Considerations Before Suspension or Exclusion

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

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

- Review all relevant facts and evidence on the balance of probabilities, including whether an incident was provoked.
- Allow the student to present their account of events, considering their views in light of their age and understanding.
- Evaluate whether the student has special educational needs (SEN) or is particularly vulnerable, such as being a looked-after child (LAC) or having a social worker.
- Consider whether all alternative measures have been tried, such as detentions, off-site directions, or managed moves.
- Where necessary, students needing support to communicate their views will be allowed to have an advocate, such as a parent or social worker, to assist them in expressing their perspective. The Headteacher will carefully weigh these views and will inform the student of how they were considered in reaching the final decision.

Definition of 'School Day'

For the purposes of suspension and permanent exclusion, a 'school day' is defined as any day with a school session. INSET or staff training days are therefore not counted as school days.

8. THE SUSPENSION AND EXCLUSION PROCESS

The Headteacher will provide the following information, in writing, to the parents of a suspended or excluded student:

- The reason(s) for the suspension or exclusion.
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the Local Governing Body (suspension) or Trust Exclusions Committee (suspensions and permanent exclusions) and how the student may be involved in this
- Where there is a legal requirement for the Trust Exclusions Committee to meet to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

The Headteacher will also notify parents by the end of the afternoon session on the day their child is suspended or excluded that for the first five school days of a suspension or exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

Alternative Provision Arrangements and Notification

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

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

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided 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 an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the CEO, Chair of Local Governing Body and Local Authority

The Headteacher will notify the Chief Executive Officer and the Chair of the Local Governing Body without delay of:

- Any permanent exclusion, including where a suspension is followed by a decision to permanently exclude the student.
- Any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than five school days, or more than ten lunchtimes, in a single term.

- Any suspension or permanent exclusion which would result in the student missing a public examination or National Curriculum test.
- Any cancelled suspension or permanent exclusion where the Chief Executive Officer or Chair of the Local Governing Body has already been notified of the original decision, including the reason for the cancellation.

The Headteacher must notify the Local Authority without delay of every suspension and permanent exclusion, regardless of the length of the suspension. This notification must include the reason for the suspension or permanent exclusion and, where relevant, the length of the suspension or confirmation that the exclusion is permanent.

For a permanent exclusion, if the student lives outside the Local Authority area in which the school is located, the Headteacher must also notify the student's home authority of the permanent exclusion and the reason for it without delay.

The Headteacher will also provide the Chief Executive Officer and Chair of the Local Governing Body with a termly summary of any other suspensions which have not previously been notified under the criteria above, so that the Trust and Local Governing Body can maintain oversight of patterns, trends and any equality, safeguarding or pupil movement issues.

Informing a Social Worker and/or Virtual School Head (VSH)

If a student with a social worker or a looked-after child (LAC) is at risk of suspension or permanent exclusion, the Headteacher will inform the relevant parties as early as possible:

- For a student with a social worker, the Headteacher will notify the social worker.
- For a looked-after child (LAC), the Headteacher will notify the Virtual School Head (VSH).

This early communication allows them to work together to assess factors influencing the student's behaviour and explore additional support to improve it.

If the Headteacher decides to proceed with a suspension or permanent exclusion for a student with a social worker or a looked-after child, they will promptly inform the social worker or VSH, including:

- The decision to suspend or permanently exclude the student.
- The reason(s) for this decision.
- The length of the suspension, or that the exclusion is permanent.
- If the suspension or exclusion affects the student's ability to take a National Curriculum test or public exam (where applicable).
- If they cancel the suspension or exclusion, along with the reason.

The social worker or VSH will be invited to any Trust Exclusions Committee meeting concerning the suspension or permanent exclusion. Their role is to provide insights into how the student's background or circumstances may have contributed and to ensure that safeguarding and welfare considerations are addressed.

9. CANCELLATION OF EXCLUSIONS

The Headteacher may cancel a suspension or permanent exclusion that has already begun or is scheduled to begin, provided the decision has not yet been reviewed by the Trust Exclusions Committee. In the event of a cancellation:

- The parents / carers, student governing board, and Local Authority (LA) will be notified.

- If applicable, the student's social worker and Virtual School Head (VSH) will also be notified without delay.
- The notification will include the reason for the cancellation.
- The Trust's obligation to hold a meeting to consider reinstatement will no longer apply.
- Parents / carers and student will be offered a meeting with the Headteacher to discuss the cancellation, which will be arranged promptly.
- The student will be permitted to return to school without delay.
- Any days the student spent out of school prior to the cancellation will count towards the 45-day maximum allowed for suspensions in a single 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.

10. PROVISION OF EDUCATION REQUIREMENT

If the student is not attending alternative provision (AP), the Headteacher will ensure that accessible and achievable work is provided and marked for the student for the first five school days of a suspension of permanent exclusion. Online platforms may be utilised for this purpose.

If the student has a special educational need or disability, the Headteacher will ensure that reasonable adjustments are made to support their learning needs.

If the student is a looked-after child or has a social worker, the school will collaborate with the Local Authority (LA) to arrange AP from the first day following the suspension or permanent exclusion. If this is not feasible, the school will take reasonable steps to provide and assess work for the student, which may include using online platforms.

11. CONSIDERATION OF REINSTATEMENT

Trust Exclusions Committee

The Trust Board will establish a Trust Exclusions Committee (the 'Exclusions Committee') to be responsible for reviewing exclusion decisions in line with statutory guidelines and Trust / school policies.

The Exclusions Committee will be drawn from a membership of the Chief Executive Officer, Local Governing Body members and Trustees. It shall comprise at least three members and will be chaired by a Trustee.

Members should be selected to ensure impartiality and independence, with none having prior involvement in the suspension or exclusion decision, any relationship with the student or their family, or conflicts of interest.

A clerk will be appointed to the Exclusions Committee to coordinate meetings, record minutes, and provide procedural guidance, ensuring the review process complies with legal requirements and Trust standards.

Reconsideration Process

The Exclusions Committee will *automatically* convene to consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- It is a permanent exclusion.
- It is a suspension which would bring the student's total number of school days of exclusion to 15 or more in a single term.

- It would result in a student missing a public examination.

If *requested* by parents/carers, the Exclusions Committee will meet to consider reinstatement within 50 school days of receiving notice of the exclusion if the student will be excluded for five or more but fewer than 15 school days in a term.

If a student has been suspended, and the suspension does not bring the total number of suspension days to five or more in a term, the Trust Board (via the Local Governing Body or the Chair of Trust Board) must consider any representations made by parents / carers, or by the student if they are 18 or older. However, it is not required to arrange a meeting of the Exclusions Committee and does not have the authority to direct the Headteacher to reinstate the student.

If a suspension or permanent exclusion would cause a student to miss a public exam or National Curriculum test, the Exclusions Committee will, as far as reasonably practicable, convene to consider and decide on the student's reinstatement before the exam or test date. If this is not feasible, the Chair of Trust Board may review the suspension or permanent exclusion and decide whether to reinstate the student for that period.

The Exclusions Committee will aim to arrange the meeting within the statutory time limits and at a time that accommodates all relevant parties. However, a decision will not be deemed invalid solely because it was made outside these time limits.

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

- Parents / carers, or the student if they are 18 or older (and, if requested, a representative or friend)
- The student, if they are under 18 and it is appropriate for their age and understanding (and, if requested, a representative or friend)
- The Headteacher
- The student's social worker, if applicable
- The Virtual School Head (VSH), if the student is looked after

Remote Access to Meetings

The meeting may be held remotely at the request of the parents / carers, or the student if they are 18 or older. If no preference is expressed, the meeting should be conducted in person.

In cases of extraordinary or unforeseen circumstances that make an in-person meeting impracticable, the meeting will be held remotely. Remotely accessed meetings must follow the same procedural requirements as in-person meetings.

Before agreeing to hold a meeting remotely, the school / Trust will ensure the following conditions are met:

- All participants have access to technology that allows them to hear, speak, see, and be seen.
- All participants will be able to participate fully.
- The remote meeting can proceed in a fair and transparent manner.
- Social workers and the Virtual School Head (VSH) may always join remotely, regardless of whether the meeting is held in person, provided they meet the conditions for remote access listed above.

If unresolved technical issues during a remote meeting compromise effective participation or

prevent fair and transparent proceedings, the meeting will be promptly rescheduled as an in-person meeting.

The Reconsideration Decision

The Exclusions Committee can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date.

In reaching its decision, the Exclusions Committee will review whether the exclusion was lawful, reasonable, and procedurally fair, and whether the Headteacher adhered to legal duties. The Committee will use the “balance of probabilities” standard (different from the criminal standard of “beyond reasonable doubt”) to assess whether facts are true, alongside any relevant evidence related to the exclusion.

Minutes will be taken of the meeting and a record of evidence considered kept. The outcome will also be recorded on the student’s educational record.

The Exclusions Committee will notify, in writing, the Headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where it is a permanent exclusion, the Exclusions Committee’s decision will also include the following:

- Confirmation that the exclusion is permanent.
- Notice of the right to request an independent review panel.
- The deadline for applying for an independent review.
- The name and address to which the review application should be sent.
- Instructions to include grounds for the review application and, if applicable, how the student’s SEN is relevant to the exclusion.
- Notice that parents have the right to request a SEN expert at the review, free of charge to the parents, regardless of whether the student has a formally recognized SEN.
- Details on the role of the SEN expert in the review process.
- Clarification that parents/carers may bring a friend and/or appoint someone at their expense to make representations to the panel.
- Information that if parents believe the exclusion was discriminatory, they may file a claim under the Equality Act 2010 with the First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination or the County Court for other types of discrimination. Claims must be filed within 6 months of the alleged discriminatory event.

12. INDEPENDENT REVIEW

If parents apply for an independent review, the Trust will arrange for an Independent Review Panel (the ‘Panel’) to review the decision not to reinstate a permanently excluded student.

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

Independent Review Panel

A panel of three or five members will be constituted with representatives from each of the categories below. Where a five-member panel is constituted, two members will come from the School Governors category and two members will come from the Headteacher category.

- A lay member to act as Chair of the panel who has not worked in any Trust 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 five years, provided they have not been teachers or headteachers during this time. This includes members of Local Governing Bodies within other multi academy trusts.
- Headteachers or individuals who have been a Headteacher within the last five years.

A person may not serve as a member of an Independent Review Panel if they:

- Are a Trustee or Member of the Trust, or a member of the Local Governing Body of the excluding school.
- Are the Headteacher of the excluding school or have held this position in the last five years.
- Are an employee of the excluding school.
- Have, or at any time have had, any connection with the Trust, school, governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality.
- Have not had the required training within the last two years (see Appendix One for more details on the required training)

A clerk will be appointed to the Panel to coordinate meetings, record minutes, and provide procedural guidance, ensuring the review process complies with legal requirements.

Review Process

The Panel must consider the interests and circumstances of the student, including the circumstances leading to their suspension or exclusion, and take into account the interests of other students and staff at the school.

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

If a SEN expert is present, the Panel must seek and consider their views on how the student's SEN may relate to the exclusion.

Where a social worker is present, the Panel must consider any representations regarding how the student's experiences, needs, safeguarding risks, or welfare may be relevant to the exclusion.

If a Virtual School Head (VSH) is present, the Panel must consider any representations from the VSH about how the student's background, education, and safeguarding needs were considered by the Headteacher prior to the exclusion or are relevant to the exclusion.

The Independent Review Decision

New evidence may be presented, though the school cannot introduce new reasons for the exclusion or the decision not to reinstate the student. 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 student, the panel must only take account of the evidence that was available to the Exclusions Committee at the time of making its decision. This includes any evidence that the Panel considers would, or should, have been available to the Exclusions Committee and that it ought to have considered if it had been acting reasonably.

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

The Independent Review Panel will decide one of the following:

- Uphold the Trust's decision to permanently exclude the student.
- Recommend that the Trust reconsiders reinstatement.
- Quash the Trust's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed).

The Panel's decision can be decided by a majority vote. In the case of a tied decision, the Chair has the casting vote. The panel will notify all parties in writing without delay.

13. SCHOOL ADMISSION REGISTERS

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

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

Where an application for an independent review has been made, the school will wait until that review has concluded before removing a student's name from the register.

Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register. Where excluded students are not attending alternative provision, code E (absent) will be used.

Making a Return to the Local Authority (LA)

If a student's name is to be removed from the school admissions register due to a permanent exclusion, the school will submit a return to the LA. This return will include:

- The student's full name.
- The full name and address of any parent/carer with whom the student normally resides.
- At least one contact telephone number for any parent/carer with whom the student normally resides.
- The grounds for deletion from the admissions register (i.e., permanent exclusion).
- Details of the new school the student will attend, including the name of the school and the first date of attendance or expected date, if the parents/carers have provided this information.
- Details of the student's new address, including the address itself, the name of the parent/carer(s) the student will live with, and the date they are expected to begin living there, if the parents/carers have notified the school of a house move.

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

14. RETURNING FROM A SUSPENSION, OFF-SITE DIRECTION OR SAFEGUARDING SEPARATION

Schools must support students to reintegrate successfully into school life and full-time education

following a suspension, cancelled exclusion, period of off-site direction, or temporary separation for safeguarding purposes.

A reintegration meeting should be held before, or at the beginning of, the student's return. This should involve the student, parents / carers, a member of senior staff and other staff or agencies where appropriate. The purpose of the meeting is to support a successful return, not to create a barrier to the student's return to school.

The reintegration strategy should offer the student a fresh start. It should help the student understand the impact of their behaviour where relevant, support them to meet the school's expectations, foster a renewed sense of belonging within the school community, and rebuild engagement with learning.

The following measures may be considered as part of the reintegration strategy:

- Agreeing clear expectations for behaviour, attendance and engagement.
- Putting pastoral, behaviour or academic support in place.
- Arranging restorative work where appropriate.
- Providing additional SEND support or reasonable adjustments.
- Identifying a key member of staff for regular check-ins.
- Using a report card, personalised targets or other structured monitoring.
- Providing academic support to help the student catch up on missed learning.
- Involving external agencies where this would support the student's welfare, safety or education.

Where necessary, schools should work with relevant staff and agencies, such as pastoral staff, the SENDCo, the Designated Safeguarding Lead, social workers, educational psychologists, safer schools teams or other professionals, to identify whether the student has any unmet SEND, health, safeguarding or welfare needs.

Any reintegration strategy must be kept under regular review and adapted where necessary in collaboration with the student, parents / carers and other relevant parties. Reviews should recognise progress, address concerns early and ensure that support remains appropriate.

Part-time timetables must not be used as a tool to manage behaviour. Where a part-time timetable is used in exceptional circumstances, it must be for the shortest time necessary, have a clear time limit, include formal review arrangements, and be agreed and recorded in line with attendance requirements.

Schools should encourage students and parents / carers to take part in reintegration meetings. However, a student must not be prevented from returning to school or to the mainstream classroom because a parent / carer is unable or unwilling to attend a reintegration meeting.

15. MONITORING AND REPORTING

The Chief Executive Officer is responsible for monitoring the use of suspensions and exclusions. Local Governing Bodies and the Trust Board are jointly accountable for monitoring suspensions and exclusions termly, annually, and over three years to ensure no student group is unfairly impacted and that individual needs are met.

APPENDIX ONE: INDEPENDENT REVIEW PANEL TRAINING

The Trust is committed to ensuring that all members of an Independent Review Panel, as well as clerks supporting the panel, are appropriately trained within the two years prior to the date of any review.

This training covers essential areas to enable the panel to make fair, lawful, and well-informed decisions. Key components of the training include:

- A comprehensive understanding of the primary legislation, regulations, and statutory guidance governing exclusions. This includes how the principles relevant to judicial review apply to the panel's decision-making process.
- The importance of adhering to procedural fairness and the principles of natural justice throughout the review process.
- Clarification of the specific roles of the panel chair and the clerk, ensuring they understand their responsibilities in facilitating a fair and effective review.
- Awareness of the duties and obligations of headteachers, governing boards, and the review panel under the Equality Act 2010, ensuring decisions do not unlawfully discriminate against any individual or group.
- Knowledge of section 6 of the Human Rights Act 1998, which mandates that public authorities act in a way that respects and upholds the human rights protected under this Act.

APPENDIX TWO: SUPPORT FOR PARENTS

Department for Education (DfE) School Exclusion Guidance

The DfE provides comprehensive guidance on exclusions, outlining the responsibilities of schools, parents, and students. This document is essential for understanding the exclusion process and rights.

[Read the DfE School Exclusion Guidance](#)

Cognus School Exclusion Service

Cognus provides information, advice, and guidance on preventing exclusions. They also record and report statutory exclusion data on behalf of the London Borough of Sutton.

[Visit Cognus School Exclusion Service](#)

Sutton's Graduated Response

A multi-agency framework that supports schools in addressing social, emotional, and mental health needs to prevent exclusions and promote inclusion.

[Learn more about Sutton's Graduated Response](#)

Change Up Project

Offered by the Early Help team, this project provides support to students at risk of exclusion, aiming to intervene and offer necessary help.

[Read more about the Change Up Project](#)

Integrated Youth Service

Provides support for young people through referrals from Social Care, Early Help, or the Vulnerable Pupils Panel.

[Visit Integrated Youth Service](#)

Jigsaw4U

Supports children, young people, and families dealing with various challenges, including school-related issues.

[Learn more about Jigsaw4U](#)

Sutton Information Hub

An information hub for local organizations and services available to support families and young people.

[Explore Sutton Information Hub](#)

Coram Children's Legal Centre

An independent advice centre offering information and support on state education, including school exclusions.

[Visit Coram Children's Legal Centre](#)

The National Autistic Society (School Exclusions Service)

Provides advice for parents of children with autism regarding exclusions.

[Visit National Autistic Society School Exclusions Service](#)

Independent Parental Special Education Advice (IPSEA)

Offers support for parents with children who have special educational needs, including advice on exclusions.

[Visit IPSEA](#)

Sutton Information, Advice and Support Service (SIASS)

Provides confidential, impartial information, advice, and support to parents/carers, children, and young people with special educational needs (SEND). Contact them at 020 8323 0462 or via email at siass@cognus.org.uk.

Merton and Sutton Traveller Education Service

Offers support for traveller communities in Sutton. They can be contacted at 020 8648 3267.

APPENDIX THREE: SUMMARY OF KEY ACTIONS

Type of Exclusion	Reconsideration of Reinstatement	Notification To
Suspension creating a total of less than five school days in a single term	No right for reinstatement. Representations made to the Local Governing Body for consideration via the Headteacher report.	Parent / Carer / Student / Local Authority Chief Executive Officer (termly basis)
Suspension creating a total of five or more, but less than 15 school days in a single term	If requested by a parent / carer, the Trust Exclusions Committee must consider within 50 school days of receiving notice.	Parent / Carer / Student / Local Authority Chief Executive Officer (within two weeks)
Suspension creating a total of 15 or more school days in a single term	The Trust Exclusions Committee must consider automatically within 15 school days	Parent / Carer / Student Chief Executive Officer (immediately) Chair of Local Governing Body (immediately)
Any suspension or permanent exclusion resulting in a student missing a public examination	Trust Exclusions Committee must consider automatically within 15 school days and where possible before the date of the examination	Parent / Carer / Student / Local Authority Chief Executive Officer (immediately) Chair of Local Governing Body (immediately)
Permanent Exclusion	Trust Exclusions Committee must consider automatically within 15 school days	Parent / Carer / Student / Local Authority Chief Executive Officer (immediately) Chair of Local Governing Body (immediately)