



**ST. BART'S**  
MULTI-ACADEMY TRUST

# **SUSPENSION AND EXCLUSION POLICY**

September 2025


## Details

<b>Title:</b>	<b>Suspension and Exclusion Policy</b>
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<b>Owner:</b>	Sarah Camacho
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Date	Section Amended	Signature
March 2023	TSB Policy Adopted - v13	S. Cope
May 2023	Amendments to define Trust responsibilities throughout the document.	S. Thomson
September 2023	Revised in line with updated statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and including pupil movement'. 1 September 2023. TSB Policy - v14	S. Cope
February 2024	Policy reviewed. No changes. Review date extended to September 2024.	S. Cope
July 2024	<b>Updated</b> - Statement of Intent / Legal Framework / Roles & Responsibilities / Preventative Measures/ Considering Suspensions and Exclusions/ Reconsidering Reinstatement following a review <b>Added</b> - Suspensions before a permanent exclusion / Cancelling a suspension or exclusion / Reintegration Strategy Meeting / Conducting Local Governing Committee meetings or independent review panels via remote access / Complaints / Equality Impact	S. Cope
July 2025	<b>Updated:</b> <b>Statement of Intent</b> - Now refers to <i>DfE statutory guidance August 2024</i> instead of <i>September 2023</i> <b>Legal Framework</b> - Updated to include 2024 guidance references <b>Roles &amp; Responsibilities</b> - Expanded to reflect recent statutory duties (especially SEND, clerk, VSH, LA duties) <b>Principal's Powers</b> - Greater clarity on <i>informal exclusions</i> , ECHR and <i>duty of care</i> <b>Factors to Consider</b> - Stronger reference to mental health, SEND graduated response, and DfE mental health guidance <b>Preventative Measures</b> - New guidance on off-site direction, managed moves, and expectations for parental engagement <b>Training Requirements</b> - Now includes expectation that panel members and clerks receive relevant training within 2 years <b>Added</b> - Glossary of term.	S. Camacho

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## St. Bart's Mission

Our mission is to **ADVANCE EDUCATION** and to provide the best curriculum in all our academies, enabling every child to realise their full potential.

## St. Bart's Vision and Values



We have a **Passion** for releasing potential in all our children and staff through the **Encouragement** and development of **Ambition**, aspiration and excellence in all aspects of our work. Our commitment is to place children at the centre of everything we do. Working in **Collaboration**, we strive to provide the highest quality of educational experiences and outcomes for young people in an inclusive environment. Through the **Enjoyment** of learning, we live life together in all its fullness through **PEACE**.

We believe this vision empowers children with the skills to make a positive impact on the future of the communities they serve.

Our Trust Christian ethos is also captured by the **PEACE** values and all schools work in close partnership (whether C of E or community) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 –

***"I have come that they may have life, and have it to the full."***

## St. Bart's Sustainability

We are committed to educating our pupils about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that pupils are prepared for a world impacted by climate change through learning and practical experience.

We encourage both pupils and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment.

We will ensure pupils are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that the Trust itself is as sustainable as it can be.

# Suspension and Exclusion Policy

## Statement of intent

At St. Bart's Multi-Academy Trust, we understand that good behaviour and self-discipline is essential for promoting a high-quality education.

Amongst other disciplinary sanctions, the Trust recognises that exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of an **Academy's Behaviour Policy**. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in an Academy would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils should only be used as a means of last resort.

St. Bart's Multi-Academy Trust has created this policy to clearly define the legal responsibilities of the Principal, Local Governing Committee, Trust and LA when responding to pupil suspensions and exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. The Trust will always have regard to the Statutory Guidance on Suspensions and Exclusions (August 2024) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).

This policy also aims to secure a pupil's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

1.1. A **"suspension"** is defined as the temporary removal of a pupil from an Academy for behaviour management purposes. At the end of the period, they are expected to return to the Academy following a reintegration meeting. A pupil may be suspended for one or more fixed periods, up to a maximum of **45** school days in a single academic year before being permanently excluded. A suspension does not have to be for a continuous period.

An **"exclusion"** is defined as the permanent removal of a pupil from an Academy, in response to a serious breach or persistent breaches of the **Academy's Behaviour Policy**, and where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupils or staff in the Academy.

## 2. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 2002
- Education and Inspections Act 2006
- Education Act 1996
- 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 European Convention on Human Rights (ECHR)

- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Behaviour in Schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'

### 3. Roles and responsibilities

**All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.**

The **Trust** is responsible for:

- Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of LAC.
- Arranging for an independent review panel hearing to review the decision of the Local Governing Committee not to reinstate a permanently excluded pupil where required. Arranging for the independent review panel hearing to be held via remote access where requested by parents.
- Arranging the hearing without delay at a time, date and venue convenient for all parties.
- Ensuring the independent review panel consists of three or five members as appropriate, which represent the required categories.
- Ensuring all panel members and the clerk have received training within the two years prior to the date of the review.
- If requested by parents, appointing a SEND expert to attend the panel and covering the associated costs of this appointment.

The **LA** is responsible for:

- Arranging suitable full-time education for any pupil of compulsory school age excluded permanently, in coordination with the Academy.
- Reviewing and reassessing pupils' needs in consultation with their parents where they have an EHC plan and are excluded permanently, with a view to identifying a new placement.

The **Local Governing Committee** (Panel of 3 or 5 members) is responsible for:

- Considering parents' representations about suspensions and exclusions within **15** school days of receiving notice if the appropriate requirements are met.
- Where a suspension or exclusion would result in a pupil missing a statutory assessment, considering the suspension or exclusion before this date.
- Considering whether it would be appropriate for a pupil to be permitted onto the Academy premises to sit the statutory assessments.
- Adhering to its responsibilities to consider the reinstatement of pupils.
- Considering the interests and circumstances of the suspended or excluded pupil, including the circumstances in which they were suspended or excluded, and have due regard to the interests of others at the Academy.
- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to a suspension or exclusion.
- Reconvening within **10** school days to reconsider reinstatement of a pupil where directed to do so by the suspensions and exclusions review panel.
- Using data to evaluate the Academy's practices regarding intervention, suspension and exclusion.

The **clerk** is responsible for:

- Arranging the representation or independent review meeting at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Arranging for the representation meeting or independent review meeting to take place via remote access where requested by parents.
- Making reasonable efforts to inform the appropriate individuals that they are entitled to:
  - Make written representations to the panel.
  - Attend the hearing / review and make oral representations to the panel.
  - Be represented.
- Making reasonable efforts to circulate copies of relevant papers at least five school days before the review to all parties.
- Giving all parties details of those attending and their role, once the position is clear.
- Attending any meetings relating to the exclusion, as appropriate, and ensuring that minutes are produced in accordance with instructions from the panel.
- Notifying the pupil's parents, the Principal, Trust and LA of its decision and the reasons for it, without delay.
- Ensuring clear minutes are taken of the representation or review meeting.

- Ensuring the Academy notes the outcome of the representation or review meeting on the pupil's education record, along with copies of relevant papers for future reference.
- Where appropriate, informing parents of where to apply for an independent review panel.
- Informing parents of relevant sources of information.

The **Principal** is responsible for:

- Applying the civil standard of proof when establishing the facts in relation to a suspension or exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the suspension or exclusion process, as outlined in the **Special Educational Needs and Disabilities (SEND) Policy**.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a pupil has suffered bereavement, experienced bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspensions and exclusions as a sanction, e.g. if a pupil has received multiple suspensions or is approaching the legal limit for suspensions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, eligible for FSM, LAC and those from certain ethnic groups.
- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Determining whether a pupil will be suspended or excluded on disciplinary grounds.
- Adhering to their responsibilities when cancelling an exclusion before the governing board has met to consider whether the pupil should be reinstated. Withdrawing any suspensions or exclusions that have not been reviewed by the governing board, where appropriate.
- Ensuring any decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to suspend or exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following a suspension or exclusion.
- Making the decision to suspend or exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.

- Notifying a pupil's parents without delay where the decision is taken to suspend or exclude the pupil, including the days on which the parents must ensure the pupil is not present in a public place at any time during school hours, as well as any other necessary information statutorily required.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the Local Governing Committee, Trust and LA (and social workers and virtual school head if relevant) of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.
- Ensuring a pupil's name is removed from the Academy admissions register, where appropriate.
- Notifying the Local Governing Committee and Trust Board once per term of any suspensions not already notified.
- Arranging suitable full-time education for any pupil of compulsory school age who is suspended, where required.
- Organising suitable work for excluded pupils where alternative provision cannot be arranged.

## 4. Grounds for suspension or exclusion

The Academy will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the **Academy's Behaviour Policy**, have failed to be successful.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the **Academy's Behaviour Policy**; and
- where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

Pupils can be suspended on a fixed-period basis, i.e. up to **45** school days within a year, or permanently excluded.

## 5. Suspensions before a permanent exclusion

In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the Principal will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

## 6. The Principal's power to suspend and exclude

Only the Principal has the power to exclude a pupil from the Academy and can decide whether either a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds.

The Principal is able to suspend pupils where their behaviour is disruptive during lunchtime. All lunchtime suspensions will be counted as half of a school day. The Principal is also able to consider a pupil's disruptive behaviour outside of the Academy premises as grounds for suspension or exclusion, in accordance with the **Academy's Behaviour Policy**.

When sending a pupil home following any suspension or exclusion, the Principal will ensure that they exercise their duty of care at all times and will always inform the parents.

Any decision made to suspend or exclude a pupil will be lawful, proportionate and fair, with respect to legislation relating directly to suspensions and exclusions and the Academy's wider legal duties, including the ECHR. At all times, the Principal will take into account their legal duties under the Equality Act 2010 and the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', ensuring that they do not discriminate on any grounds, e.g. race, sex, disability, and will not increase the severity of a pupil's suspension or exclusion on these grounds.

The Principal will apply the civil standard of proof when responding to the facts relating to a suspension or exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.

Where a suspension or exclusion is cancelled, the Principal will notify the pupil's parents, the Local Governing Committee, the LA, and, where relevant, the virtual school head (VSH) and the pupil's social worker.

## 7. Cancelling a suspension or exclusion

A suspension or exclusion that has already begun, or one that has not yet begun; can be cancelled by the Principal as long as the suspension or exclusion has not been considered by the Local Governing Committee]. In relation to an exclusion, a permanent exclusion will not be cancelled if the pupil has already been suspended or excluded for more than **45** school days in an academic year or if they will have been so by the time the cancellation takes effect.

Where a suspension or exclusion is cancelled, the relevant parties will be informed by the Principal in accordance with the Statutory Guidance on Suspensions and Exclusions. The notification will also provide the reason for the cancellation. The Principal will offer the pupil's parents the opportunity to meet with them to discuss the circumstances that led to the cancellation of the exclusion, and the pupil will be allowed back into the Academy without delay.

When a suspension or exclusion is cancelled, the Local Governing Committee's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.

Any days spent out of the Academy as a result of a suspension or exclusion prior to it being cancelled will count towards the maximum **45** school days that a pupil can be suspended or excluded in an academic year.

The Principal will report the number of suspensions and exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to the Local Governing Committee once per term, to allow the Local Governing Committee to have appropriate oversight.

The Principal will not issue any 'informal' or 'unofficial' suspensions or exclusions, e.g. sending a pupil home to 'cool off', regardless of whether or not the parents have agreed to this. It would also be unlawful to exclude a pupil simply because they have SEN or a disability that the school feels it is unable to meet need, or for a reason such as academic attainment/ability. The Principal will not use the threat of suspension or exclusion as a means of instructing parents to remove their child from the premises.

All suspensions and exclusions will be formally recorded on the pupil information system – Arbor.

## **8. Factors to consider when suspending or excluding a pupil**

When considering the suspension or exclusion of a pupil, the Principal will:

- Allow the pupil the opportunity to present their case once evidence has been collected.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bereavement, bullying or mental health – referring to the **2018 DfE guidance** on *Mental Health and Behaviour in Schools*.
- Take into consideration whether the pupil has received multiple suspensions or is approaching the legal limit of **45** suspended days per school year, and whether exclusion is serving as an effective sanction.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, liaising with the SENCo to consider triggers for a SEND referral which will support in assessing pupils who demonstrate consistently poor behaviour.

The Principal will consider what extra support may be available for vulnerable pupil groups whose suspension and exclusion rates are higher, to reduce their risk of suspension or exclusion, including the following:

- LAC
- Pupils eligible for FSM
- Pupils with SEND
- Certain ethnic groups

The Principal will consider avoiding permanently excluding LAC, those with SEMH issues or pupils with an EHC plan. Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the Principal, who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities.

Where SEND or SEMH issues are identified, if the pupil endangers the physical or emotional wellbeing of other pupils or staff, despite exhausting the graduated response process, then suspension or exclusion may be considered. In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be suspended or excluded before the graduated response process has been completed.

The Principal will work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.

## 9. Preventative measures

Before taking a final decision to exclude, the Principal will consider whether it is in the best interests of all parties to initiate off-site directions or managed moves as part of a planned intervention would be a reasonable alternative that should be considered.

The Trust may use their general powers to arrange for any registered pupil to attend at any place outside the Academy premises for the purpose of receiving educational provision intended to improve their behaviour.

**In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the Academy's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. The Trust and the Principal will decide, in communication with the pupil and their parents, whether off-site direction is an appropriate solution to manage a pupil's behaviour and avoid suspension or exclusion. Where all parties agree to this course of action, the Academy will work with the pupil and their parents to discuss and agree a plan for the off-site direction, including a proposed maximum period of time that the pupil will be at the alternative provision and any alternative options that will be considered once the time limit has been reached, e.g. managed moves.**

The Principal will notify parents, and the Trust and the LA if the pupil has an EHC plan, in writing with information about the placement no later than two school days before the relevant day.

The Academy will keep any off-site placements under review by holding review meetings at intervals deemed appropriate by the Trust; where possible, review meetings will be convened at a time suitable for the pupil's parents and will invite parents in writing to each review meeting no later than

6 days before that date. Where parents request, in writing, that the Trust hold a review meeting, a review meeting will be arranged in response, as soon as is reasonably practicable, unless there has been a review meeting in the previous **10** weeks.

The Trust will decide at each review meeting whether the arrangement will continue and for what period; the meeting will also decide arrangements for further reviews. Reviews will be recorded in writing, including any decisions made regarding the placement.

## **9.1. Managed moves**

Where it is thought to be in a pupil's best interest to transfer them to another academy or mainstream school permanently, the Principal and Trust will discuss this with the parents of the pupil, and the LA if the pupil has an EHC plan. For a managed move to take place there needs to be agreement between the Academy, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil will attend the new school for a fixed period to ensure that the new school would be suitable for them.

The Academy will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. The Academy will participate in information sharing with the pupil's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. The Academy will also cooperate with the pupil's new school to create an effective integration strategy. At the end of this period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

Parents who have concerns that a managed move is being forced on them or who are unhappy with a managed move will be referred to the SBMAT Complaints Procedure.

## **10. Duty to inform parents**

Following the Principal's decision to suspend or exclude a pupil, they will immediately inform the parents, in person or by telephone, supported by email communication, of the period of the suspension, or permanency of the exclusion, and the reasons behind this.

The Principal will inform the parents in writing (electronically if written permission has been received from the parents for notices to be sent this way) of the following:

- The reason(s) for the suspension or exclusion
- The length of the suspension or permanency of the exclusion
- Their right to raise any representations about the suspension or exclusion to the Local Governing Committee, including how the pupil will be involved in this and how the representations will be made
- Their right to make a request to hold the meeting via remote access and how this request can be made

- Their right to attend a meeting where there is a legal requirement for the Local Governing Committee to consider the suspension or exclusion, and the fact that they are able to bring an accompanying individual
- The arrangements that have been made for the pupil to continue their education prior to the organisation of any alternative provision, or the pupil's return to the Academy
- Relevant sources of free, impartial information

Where the pupil is of compulsory school age, the Principal will inform the parents by the end of the afternoon session that for the first five days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents may receive a penalty fine if they fail to do so.

Where the Principal has arranged alternative provision, they will also inform the parents of the following:

- The start and end date for any provision of full-time education
- The address at which the provision will take place
- Any information necessary for the pupil to identify the person they should report to on the starting date

Where the Principal is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within **48** hours of the pupil beginning the provision. If the alternative provision is due to begin before the sixth day of the exclusion, the Principal is able to give less than **48** hours of notice, with parental consent.

Only in exceptional cases, usually where further evidence has come to light, the Principal may issue a further suspension to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension. The Principal will notify the parents without delay and issue a new suspension or exclusion notice to them.

## **11. Duty to inform the Local Governing Committee, the LA and the Trust**

The Principal will inform the Local Governing Committee without delay, of the following:

- Any permanent exclusions (including where a suspension is followed by a decision to permanently exclude the pupil)
- Any suspensions which would result in the pupil being excluded for more than **5** school days in a term (or more than **10** lunchtimes)
- Any suspensions or exclusions which would result in the pupil being absent from an examination or national curriculum test

For any suspensions and exclusions, other than those above, the Principal will notify the Local Governing Committee once per term.

The Principal will inform the Trust and the LA of all suspensions or exclusions, regardless of their length, without delay.

All notifications to the Local Governing Committee, the Trust and LA will include the reasons for suspension or exclusion and the duration of any suspension.

If the pupil who is suspended or excluded lives outside the LA in which the Academy is located, the Principal will notify the pupil's 'home authority'.

## **12. Duty to inform social workers and the Virtual School Head (VSH)**

When a pupil has been suspended or excluded, the Principal will, without delay, notify the pupil's social worker, if they have one, and the VSH, if they are a looked-after child. This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.

Social workers and/or the VSH will also be informed when a meeting of the Local Governing Committee is taking place, and will be invited to attend the meeting should they wish to do so.

Social workers and VSHs will be allowed to join a Local Governing Committee meeting or independent review panel via the use of remote access, as long as the arranging authority is satisfied they will be able to participate effectively, they can hear and be heard throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent.

## **13. Arranging education for suspended and excluded pupils**

For any suspensions of more than **5** school days, the Principal will arrange suitable full-time education for the pupil, which will begin no later than the sixth day of suspension. Where a pupil receives consecutive suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension. For permanent exclusions, full-time education will also be provided for the pupil from the sixth day of exclusion.

The Principal is aware that it is beneficial to suspended and excluded pupils to begin their alternative education arrangements before the sixth day of suspension or exclusion; therefore, the Principal and Trust will always attempt to arrange alternative provision before the sixth day. Where it is not possible to arrange alternative provision during the first five days of exclusion, the Principal will ensure that they take reasonable steps to set and mark work for the excluded pupil.

If a pupil with SEND has been suspended or excluded, the Principal will ensure that:

- Any alternative provision is arranged in consultation with the pupil's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed or the pupil's needs are reassessed, in consultation with the pupil's parents.

## **14. Reintegration strategy meetings following suspension or off-site direction**

- Where a pupil is suspended or is directed to be educated off-site, upon return to the Academy both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:
  - offer the pupil a fresh start,
  - help them understand the impact of their behaviour on themselves and others,
  - teach them to how meet the high expectations of behaviour in line with the Academy culture,
  - foster a renewed sense of belonging within the Academy community; and
  - build engagement with learning so that further suspensions are not needed.

Academy staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

The Academy may use various measures to support a pupil's successful reintegration, for example:

- daily contact with a designated pastoral professional in-school;
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult;
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

Whilst reintegration meetings are highly encouraged by the Trust, pupils will not be prevented from being admitted to the Academy or being put in mainstream classes because a meeting has not taken place.

## **15. Considering suspensions and exclusions**

The Local Governing Committee will consider any representations made by parents regarding suspensions and exclusions. The Trust will co-ordinate with the Principal to ensure a clerk is present to support these meetings.

Parents and, where requested, a friend or representative, the Principal and a member of the Trust will be invited to attend any consideration of suspensions and exclusions and will be able to make representations. Parents may request that the local authority and/or the home local authority attend a meeting of an Academy's governing committee as an observer; that representative may only make

representations with the governing committee's consent. Any meeting to consider reinstatement of a pupil will be arranged at a date and time convenient for all parties, and in compliance with any statutory time limits. Parents will also be able to request that the meeting is held via remote access.

Where it is appropriate to the pupil's age and level of understanding, the pupil will also attend any consideration meeting, and will be enabled to make a representation on their own behalf if they desire to do so. The pupil also has the right to present their views to the panel in written form should they wish to.

- The Local Governing Committee will consider the reinstatement of a suspended or excluded pupil, where:
- The exclusion is permanent.
- The suspension is fixed period and would bring the pupil's total number of excluded school days to more than **15** in any given term.
- The suspension or exclusion would result in the pupil missing a statutory assessment.

In the case of a suspension where the pupil's total number of suspended days is more than **5** but less than **16** school days (this includes suspensions that exceed **15** school days by less than a whole day, e.g. one that totals **15.5** days) within a term, if parents make representations, the Local Governing Committee will consider suspensions within **50** school days of receiving the notice of suspension. In the absence of any representations from parents, the Local Governing Committee will consider the reinstatement on their own.

Where a suspension will take a pupil's total number of school days out of school above **5** but less than **15** for the term, and parents have not requested a Local Governing Committee meeting, the Local Governing Committee will not be required to consider the pupil's reinstatement but it will have the power to do so if it deems it appropriate. Where a suspension will not bring a pupil's total number of days of suspension or permanent exclusion to more than five days in a term, the Local Governing Committee will consider all representations made by parents; however, the Committee cannot direct the reinstatement of the pupil, and it is not required to arrange a meeting with parents.

Where suspension or exclusion would result in a pupil missing a statutory assessment, the Local Governing Committee will consider the suspension or exclusion before the test to decide whether the pupil should be reinstated in time to take the test.

If it is not practicable for a sufficient number of governors to consider the decision before the assessment, a smaller sub-committee will consider the exclusion and decide whether or not to reinstate the pupil.

In light of the above, the Local Governing Committee will also consider whether it would be appropriate to allow the suspended or excluded pupil to enter the premises to take the assessment.

When considering the reinstatement of a suspended or excluded pupil, the Local Governing Committee supported by the Clerk will:

- Only discuss the suspension or exclusion with the parties present at the meeting.
- Ask for any written evidence prior to the meeting.

- Circulate any written evidence and information to all parties, at least five school days in advance of the meeting.
- Allow pupils and parents to be accompanied by a person of their choice to the meeting.
- Consider what reasonable adjustments need to be made to support the attendance and contribution of parties at the meeting.
- Identify the steps needed to enable and encourage the suspended or excluded pupil to attend the meeting and speak on their behalf, or how they may contribute personal views by other means if attendance is not possible.
- Consider the interests and circumstances of the excluded pupil, including the grounds for exclusion.

## 16. Reaching a Decision

After considering suspensions and exclusions, the Local Governing Committee will either:

- Decline to reinstate the pupil.
- Direct the reinstatement of the pupil immediately, or on a specified date.

If reinstatement would make no practical difference, e.g. if the pupil has already returned to the Academy following a suspension or the parents make clear they do not want their child reinstated, the Local Governing Committee will still consider whether the pupil should be officially reinstated, and whether the Principal's decision to suspend or exclude the pupil was fair, lawful and proportionate, based on the evidence presented.

The Local Governing Committee will apply the civil standard of proof when responding to the acts relating to a suspension or exclusion, i.e. that on the 'balance of probabilities' it is more likely than not that the facts are true.

To reach a decision, the Local Governing Committee supported by a Trust appointed clerk will:

- Identify the steps they intend to take to ensure that all parties involved will have the opportunity to participate and present their views.
- Ensure that minutes are taken of the meeting as a record of the evidence that was considered.
- Ask all parties to withdraw from the meeting before concluding their decision.
- Consider whether the suspension or exclusion of the pupil was lawful, proportionate and fair, taking into account the Principal's legal duties and any evidence that was presented to the Local Governing Committee in relation to the decision to exclude.
- Record the outcome of the decision on the pupil's educational records, along with copies, which will be kept for at least **6** months.
- Inform the Trust and LA of the outcome.

- Make a note of their findings, where they have considered a suspension or exclusion but cannot reinstate the pupil.

## **17. Notification of considered suspensions and exclusions**

The Local Governing Committee will notify the parents of the suspended or excluded pupil, the Principal, the Trust and the LA of their decision following the consideration of a suspension or exclusion, in writing and without delay.

In the case of exclusion, where the Local Governing Committee decides not to reinstate the pupil, the Clerk on behalf of the Local Governing Committee will notify the parents:

- That it is permanent, and their right for it to be reviewed by an independent review panel.
- Of the date by which an application for review must be made.
- Of the name and address of whom the review application should be submitted to.
- That a request to hold the meeting via remote access can be made and how to do this.
- That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how a pupil's SEND is considered relevant to the exclusion.
- That, regardless of whether a pupil has been identified as having SEND, the parents have a right to require the Local Governing Committee to ensure a SEND expert attends the review.
- Of the role of the SEND expert that will attend the review, and that the parents will not be charged for this.
- That they are required to make it clear if they wish for a SEND expert to attend the review.
- That they may appoint someone at their own expense to make representations to the panel.

The Clerk on behalf of the Local Governing Committee will also notify parents that, if they believe a suspension or exclusion has been issued as a result of discrimination, then they are required to make a claim under the Equality Act 2010 to the First-tier Tribunal (SEND), and that this should be within six months of when the discrimination allegedly took place.

After any conclusion, the Clerk on behalf of the Local Governing Committee will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

## **18. Removing excluded pupils from the Academy register**

The Principal will remove pupils from the Academy register if:

- **15** school days have passed since the parents were notified of the Local Governing Committee's decision not to reinstate the pupil and no application for an independent panel review has been received.
- The parents have stated in writing that they will not be applying for an independent panel review following a permanent exclusion.

If an application for an independent panel review has been made within **15** school days, the Principal will wait until the review has been determined, or abandoned, and until the Local Governing Committee has completed any reconsideration that the panel recommended or directed it to carry out, before removing the pupil from the Academy register.

If a pupil's name is to be removed from the register, the Principal will make a return to the LA, which will include:

- All the particulars which were entered in the register.
- The address of any parent with whom the pupil normally resides.
- The grounds upon which the pupil's name is to be removed from the register.

Any return to the LA will be made as soon as the grounds for removal are met and no later than the date in which the pupil's name was removed.

If a pupil's name has been removed from the register and a discrimination claim is made, the pupil may be reinstated following a decision made by the First-tier Tribunal (SEND) or County Court.

Whilst a pupil's name remains on the admissions register, the appropriate code will be used to mark the pupil's attendance:

- **Code K: Attending education provision arranged by the local authority**
- **Code B: Attending any other approved educational activity**
- **Code D: Dual registered at another school**
- **Code E: Suspended or permanently excluded and no alternative provision made**

## 19. Independent review panel

The Trust will review the Local Governing Committee's decision not to reinstate an excluded pupil if the parents submit their application for this within the required time frame.

The Trust will constitute an independent review panel of at least three members independent of the school who have also completed the 'School exclusions for independent review panel' training that represent the following categories:

- A lay member to chair the panel. This individual will not have worked in any school or academy in a paid capacity.
- A current or former school or academy governor who has served for at least **12** consecutive months in the last **5** years.
- A Headteacher or Principal or individual who has been in post within the last **5** years.

- Parents are required to submit their applications within:
- **15** school days of the Local Governing Committee's notification of their decision.
- **15** school days of the final determination of a discriminatory claim made under the Equality Act 2010.

Any application made outside of the above timeframe will not be reviewed. Parents are able to request an independent panel review even if they did not make a case to, or attend, the Local Governing Committee's initial consideration of the exclusion.

Parents can request that independent review panels take place via remote access.

The Trust will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance.

## 20. Appointing a SEND expert

If requested by parents in their application for an independent review panel, the Trust will appoint a SEND expert to attend the panel and covers the associated costs of this appointment. Parents have a right to request the attendance of a SEND expert at a review, regardless of whether the Academy recognises that their child has SEND.

The Trust will make arrangements to indemnify the SEND expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith.

An individual will not serve as a SEND expert if they have, or at any time have had, any connection with the Trust, Academy, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their ability to act impartially; however, an individual is not taken to have such a connection solely because they are an employee of the Trust.

The SEND expert will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND. Examples of suitable individuals might include educational psychologists, specialist SEND teachers, SENCOs and behaviour support teachers.

Recently retired individuals are not precluded from fulfilling this role; however, during interview, the Trust will assess the knowledge of such individuals in order to ensure that they have a good understanding of current practice and the legal requirements on schools in relation to SEND.

Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, the Trust, they will not have had any previous involvement in the assessment or support of SEND for the excluded pupil, or siblings of the excluded pupil. The Trust will request that prospective SEND experts declare any conflict of interest at the earliest opportunity.

The final decision on the appointment of a SEND expert is for the Trust to make, but it will take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEND expert. Where possible, this will include offering parents a choice of SEND expert. In order to

meet its duties within the statutory time frame, the Trust will consider maintaining a list of individuals capable of performing the role of SEND expert in advance of a request.

The Trust will determine the amount of any payment in relation to the appointment of the SEND expert, such as financial loss, travel and subsistence allowances.

## **21. The role of a SEND expert**

The SEND expert's role is analogous to an expert witness, providing (orally and/or written) impartial advice to the panel on how SEND might be relevant to the exclusion. The SEND expert will base their advice on the evidence provided to the panel. The SEND expert's role does not include making an assessment of the pupil's SEND.

The focus of the SEND expert's advice will be on whether the Academy's policies which relate to SEND, or the application of these policies in relation to the excluded pupil, were legal, reasonable and procedurally fair. If the SEND expert believes that this was not the case, they will, where possible, advise the panel on the possible contribution this could have made to the circumstances of the pupil's exclusion.

Where the Academy does not recognise that a pupil has SEND, the SEND expert will advise the panel on whether they believe the school acted in a legal, reasonable and procedurally fair way with respect to the identification of any SEND that the pupil may potentially have, and any contribution that this could have made to the circumstances of the pupil's exclusion.

The SEND expert will not criticise the Academy's policies or actions simply because they believe a different approach should have been followed or because another school or Academy might have taken a different approach.

## **22. Appointing a clerk**

The Trust will appoint a clerk to the independent review panel, or make alternative arrangements to administer the panel.

Where a clerk is appointed, the Trust will ensure that the clerk did not serve as clerk to the Local Governing Committee when the decision was made not to reinstate the pupil.

## **23. The role of the clerk**

The clerk's role is to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions.

The clerk will:

- Identify, in advance of the meeting, whether the excluded pupil wishes to attend the panel hearing, taking reasonable steps to enable the pupil to feedback their views, irrespective of their attendance.

- Identify, in advance of the meeting, whether any alleged victims of the incident(s) leading up to the exclusion wish to attend the panel hearing, taking reasonable steps to enable them to feedback their views, irrespective of their attendance.
- Ensure that the panel is able to hear from any witnesses to the incident(s) leading to the exclusion, taking into account the fact that some of these people may be pupils at the Academy. Pupils under **18** will not be allowed to appear in person without parental consent.
- Inform the parents, Principal, Local Governing Committee and the LA that they are entitled to make oral and written representations to the panel, attend the hearing, and be represented.
- Ensure that all parties are:
  - Provided with copies of relevant papers at least **5** school days before the review, notifying the panel if any requested documents have not been provided in case the panel wishes to adjourn until a later date.
  - Informed about who is attending the meeting, and what their roles are.
- Attend the review and ensure that minutes are produced in accordance with instructions from the independent review panel.

## 24. The duties of the independent review panel

The role of the panel is to review the Local Governing Committee's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the Academy. The panel will apply the civil standard of proof, rather than the criminal standard of 'beyond reasonable doubt'.

Following the review, the panel will do one of the following:

- Uphold the decision
- Recommend that the Local Governing Committee reconsiders reinstatement
- Quash the decision and direct that the Local Governing Committee reconsiders reinstatement

The panel's decision does not have to be unanimous and can be decided by a majority vote. It is binding on the pupil, parents, the Local Governing Committee, Principal, the Trust and the LA.

## 25. Conducting Local Governing Committee meetings or independent review panels via remote access

**Any Local Governing Committee panel meeting and/or an IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen**

**circumstance that means it's not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire, and an outbreak of an infectious disease.**

**In addition, where a child's social worker or the virtual school head are due to attend a meeting, they may join an in-person meeting remotely as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.**

Parents will be able to request that Local Governing Committee meetings or independent review panels are held via remote access; however, parents will be made aware that this is not the default option.

Where a parent makes a request correctly in line with instructions set out in the Principal's or Local Governing Committee's written notification, the Local Governing Committee or Trust will hold the meeting via the use of remote access.

Remote meetings and panels will be held in accordance with timelines for face-to-face meetings.

Where a request for a meeting to be held via remote access is not made, or the parent does not state a preference, the meeting or panel will be held in person unless it is not practicable to do so.

If there is a reason related to extraordinary events or unforeseen circumstances, e.g. an outbreak of an infectious illness, which means it is not reasonable for a meeting or panel to be held in person, it may be held via remote access.


Meetings will only be held via remote access if the Local Governing Committee or Trust is satisfied that that the meeting can be held fairly and transparently. If this cannot be done, the Local Governing Committee or Trust will consult with the parent to discuss how a face-to-face meeting can be arranged that will be convenient for them.

If there are technological or internet issues during a remote meeting which compromises the ability for participants to be seen or heard or prevents the meeting from being held fairly and transparently and it is not reasonably practicable to resolve, a face-to-face meeting will be arranged without delay.

When holding meetings or panels via remote access, the Local Governing Committee or Trust will:

- Comply with relevant equalities legislation.
- Enable access to support which the parent is entitled to, including the presence of a friend.
- Confirm with all participants that they have access to the technology that will allow them to participate in the meeting or panel.
- Ensure all the participants will be able to put across their point of view and/or fulfil their function.
- Ensure the remote meeting or panel can be held fairly and transparently.

Where a suspension or exclusion began before 1 September 2023 and a Local Governing Committee meeting has not yet been held, the Principal will notify the parent, either on 1 September or as soon as possible afterwards, that they can ask the Local Governing Committee to hold the meeting via the use of remote access. This also applies if an exclusion began before 1 September



and the parent is entitled to make representations but has not yet done so. The Principal's notification will explain how requests must be made and to whom and that requests must be made within three school days of the notification.

Where an exclusion began before 1 September 2023 and an independent review panel has not yet been held, the Local Governing Committee must notify the parent, either on 1 September or as soon as possible that they can ask the independent review panel to hold the meeting via the use of remote access. This also applies if an exclusion began before 1 September and the parent is entitled to apply for an independent review panel but has not yet done so. The notification will explain how requests must be made and to whom and that requests must be made within three school days of the notification.

## **26. Reconsidering reinstatement following a review**

Where the independent review panel instructs the Local Governing Committee to reconsider their decision not to reinstate a pupil or quashes the initial decision, the decision will be considered within **10** school days of being given notice of the review panel's decision. This may involve a rehearing with oral evidence given by the Academy and parents or may be a reconsideration with only the Local Governing Committee members and the clerk present.

The Academy is aware that if, following an instruction to reconsider, the Local Governing Committee does not offer to reinstate the pupil, then the Academy will be required to make a payment of £4,000 directly to the LA area in which the Academy is located.

If, following reconsideration, the Local Governing Committee offers to reinstate the pupil but the parents decline, no adjustment will be made to the Academy's budget.

Following reconsideration, the Local Governing Committee will notify the parents, the Principal, the Trust and the LA of their reconsidered decision and the reasons for this.

## **27. Criminal investigations**

The Principal will not postpone taking a decision to suspend or exclude a pupil due to a police investigation being underway, or any criminal proceedings that are in place.

Particular consideration will be given by the Principal when deciding to suspend or exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

If the Local Governing Committee is required to consider the Principal's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available.

## **28. Training requirements**

The Trust will ensure that all independent review panel members and clerks have received training within the two years prior to the date of the review. Training will cover:

- The requirements of the legislation, regulations and statutory guidance governing exclusions.
- The need for the panel to observe procedural fairness and the rules of natural justice.
- The role of the chair of a review panel.
- The role of the clerk to a review panel.
- The duties of Principals, Local Governing Committees and the panel under the Equality Act 2010.
- The effect of section 6 of the Human Rights Act 1998 and the need to act in a manner compatible with human rights protected by that Act.

Clerks will also have an up-to-date understanding on developments in case law which are relevant to suspension and exclusion.

## 29. Using data


The Principal will ensure that all data regarding suspensions and exclusions is collected and provided to the Local Governing Committee and the Trust on a termly basis. The Local Governing Committee and the Trust will review this data regularly in order to:

- Consider the level of pupil moves and the characteristics of pupils who are moving on any permanent exclusions to ensure that this is only being used as a last resort.
- Gather information on pupils who are taken off the roll and those who are on the roll but attending education off-site.
- Determine whether there are any patterns of suspensions and exclusions across the Trust.
- Consider the effectiveness and consistency in implementing the **Behaviour Policy**.
- Understand any variations in the rolling average of permanent exclusions to ensure they are only used when necessary.
- Understand the characteristics of suspended and excluded pupils and evaluate equality considerations.
- Gather information on where pupils are receiving repeat suspensions.
- Evaluate interventions in place to support pupils at risk of suspension and exclusion, including where there are patterns which may indicate that certain policies and support measures are or are not working.

Analysing 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.

## 30. Complaints

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a



staff member or the Principal in accordance with the Trust complaints procedure. If the concern relates to an exclusion, the statutory procedure set out in the Statutory Guidance on Exclusions and Suspensions will be followed.

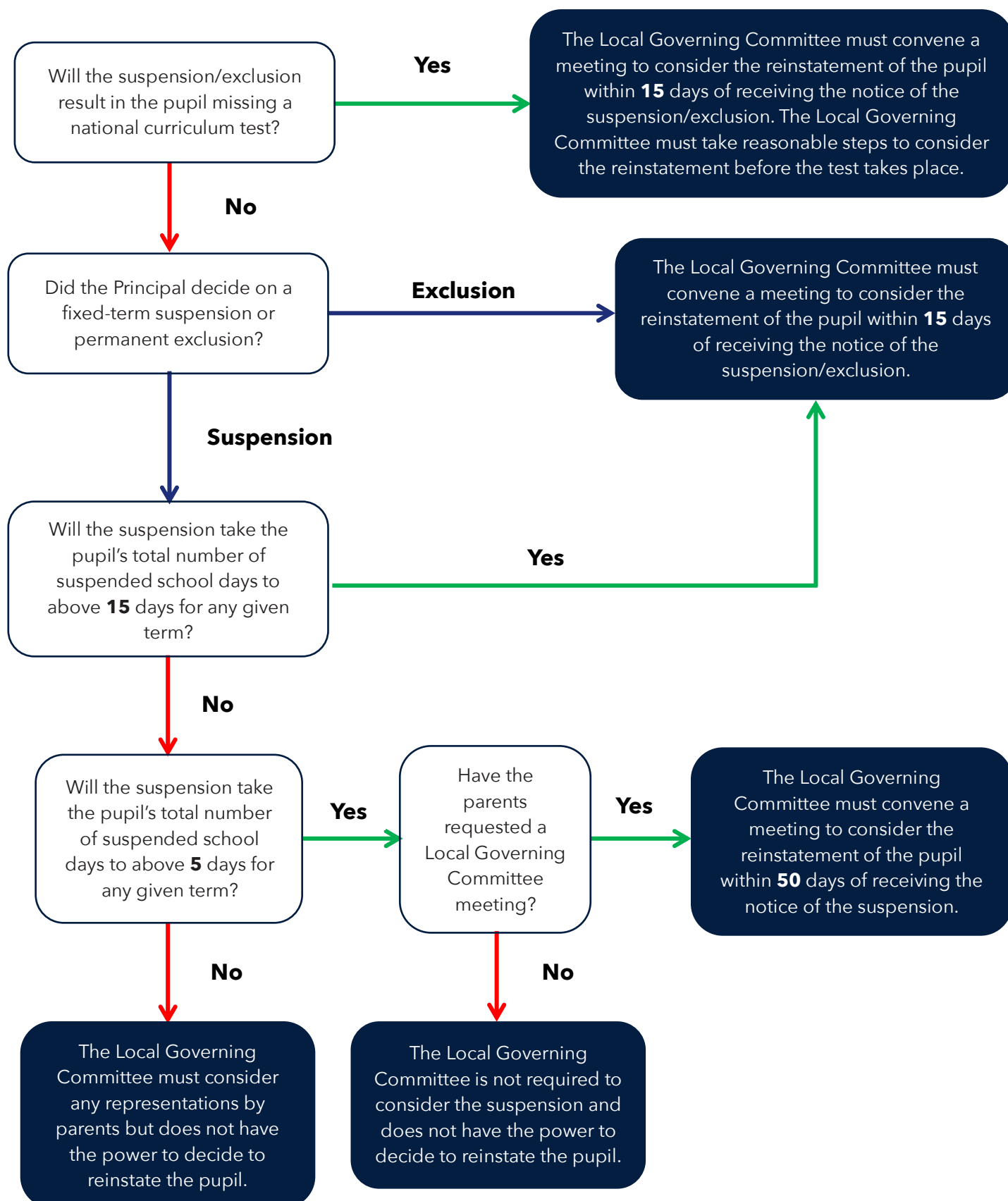
### **31. Equality impact**

The Trust does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

### **32. Monitoring and review**

This policy will be reviewed **annually** by the Trust.

## Appendix 1 - Flowchart for Reviewing the Principal's Suspension or Exclusion Decision



## Appendix 2 - Glossary of terms

### **Suspension**

A temporary removal of a pupil from the Academy for disciplinary reasons. It can be for a fixed period (part of a day to up to 45 school days in a school year). Formerly known as a 'fixed-term exclusion.'

### **Exclusion**

A permanent removal of a pupil from the Academy, typically used only as a last resort for serious breaches of behaviour policy.

### **Off-site Direction**

A temporary placement of a pupil at another educational setting to improve their behaviour and reduce the risk of exclusion, while they remain on the school roll.

### **Managed Move**

A voluntary agreement between schools, parents, and the pupil for a pupil to change schools permanently as a planned intervention to avoid permanent exclusion.

### **SEND (Special Educational Needs and Disabilities)**

A legal term for children who have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age.

### **SEMH (Social, Emotional and Mental Health needs)**

A type of SEND where pupils experience difficulty with emotional regulation, social interaction or mental health that impacts their learning and behaviour.

### **EHC Plan (Education, Health and Care Plan)**

A statutory document for children and young people aged 0-25 who need more support than is available through special educational needs support alone. It outlines their educational, health and social care needs.

### **Graduated Response**

A cycle of support involving four stages: Assess, Plan, Do, Review. This is the process schools must follow to identify and support pupils with SEND, as outlined in the SEND Code of Practice.

### **Alternative Provision**

Education arranged for pupils who cannot attend mainstream school due to exclusion, illness or other reasons. It may be off-site and must start no later than the 6th school day of a suspension or exclusion.

### **Independent Review Panel (IRP)**

A panel that reviews the decision of the Local Governing Committee not to reinstate a permanently excluded pupil. It can uphold, recommend reconsideration, or quash the exclusion decision.



### **SEND Expert**

A professional who provides impartial advice to an Independent Review Panel on whether a school acted reasonably regarding SEND processes in relation to the exclusion. Parents can request one, regardless of the school's recognition of SEND.

### **Looked After Child (LAC)**

A child who is in the care of a local authority. Schools must take special consideration before excluding a looked after child.

### **Virtual School Head (VSH)**

A local authority officer responsible for promoting the educational achievement of looked after children and previously looked after children. Must be informed of exclusions involving LAC.

### **Balance of Probabilities**

The standard of proof in exclusion decisions, meaning it is more likely than not that the alleged incident occurred (not the higher criminal standard of 'beyond reasonable doubt').

### **Equality Impact Assessment (EIA)**

A process for identifying whether a policy or decision could have a disproportionate impact on pupils with protected characteristics under the Equality Act 2010.

### **Reasonable Adjustments**

Changes a school must make under the Equality Act 2010 to ensure that pupils with disabilities are not substantially disadvantaged compared to others.



# ST. BART'S

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