



TCAT SUSPENSION AND PERMANENT EXCLUSION POLICY

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TCAT Lead	VB

Document Controls

Member Academies:

- Appleton Thorn Primary School
- Beamont Collegiate Academy
- Bridgewater High School
- Broomfields Junior School
- Dallam Community Primary School
- Great Sankey Primary School
- Meadowside Community Primary and Nursery School
- Padgate Academy
- Penketh High School
- Penketh South Primary School
- Sir Thomas Boteler Church of England High School
- The Sutton Academy

Version	Date	Action

This policy is a Trust-wide policy and applies without exception to all staff, students, trustees and governors who attend or work at all academies and settings in the Trust or in the central Trust structure.

Although Priestley College does not formally adopt this policy, it aligns with and upholds the core principles of behaviour and inclusion outlined within it as shown in the college Behaviour for Learning Policy, including Support & Disciplinary Procedures and Fitness to Study.

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1. Aims

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

Our academy aims to:

- Make sure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and students/pupils understand the exclusions process
- Make sure that students/pupils in academy are safe and happy
- Prevent students/pupils from becoming NEET (not in education, employment or training)
- Make sure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

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

- Remove a pupil from the academy admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the academy, or
- Retain a pupil on the academy admission register but not allow them to attend the academy normally, without a formal permanent exclusion or suspension

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

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

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

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

2. Legislation and statutory guidance

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

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

- Section 51A of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [Academy Inspection Handbook](#), which defines 'off-rolling'

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

3. Definitions

Suspension – when a pupil is removed from the academy for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the academy permanently and taken off the academy admission register. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a academy requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any natural parent; any person who has parental responsibility and any person who has care of the child.

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

4. Roles and responsibilities

4.1 The Headteacher / Principal

Deciding whether to suspend or exclude

Only the Headteacher/Principal, or acting Headteacher/Principal, can suspend or permanently exclude a student/pupil from academy on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of academy. The headteacher will only use permanent exclusion as a last resort. The Governing Body has the responsibility to review suspensions and exclusion decisions in certain circumstances.

A decision to suspend a student/pupil will be taken only:

- In accordance with the academy's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a student/pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the Headteacher/Principal will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a student/pupil will be taken only:

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

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Provide an opportunity for the student/pupil to give their version of events
- Consider whether the student/pupil has special educational needs (SEN)
- Consider whether the student/pupil is especially vulnerable (e.g. the student/pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
 - For suspensions: detentions or other sanctions provided for in the behaviour policy
 - For exclusions: off-site direction or managed moves

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

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

The Headteacher will generally make arrangements for a student to give their version of events before a decision is taken. Such arrangements may include communication with the pupil's parents to obtain the pupil's views where the pupil has left the school premises.

Informing parents/carers

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

If the Headteacher/Principal decides to suspend or exclude a student/pupil, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/carers' right to make representations about the suspension or permanent exclusion to the governing board and, where the student/pupil is attending alongside parents/carers, how they may be involved in this. Timescales for making representations are as follows:

- Suspension of 5 days or fewer: Parents have the right to make representations to the governing body within 5 academy days of receiving the suspension letter
 - Suspension 5.5 to 15 days: Parents have the right to make representations to the governing body within 10 academy days of receiving the suspension letter
 - Permanent exclusion: Parents have the right to make representations to the governing body within 15 academy days of receiving the permanent exclusion letter and during the PEX meeting
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student/pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
 - That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the student/pupil is of compulsory academy age, the Headteacher/Principal will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 academy 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), the parents/carers are legally required to ensure that their child is not present in a public place during academy hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

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

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

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

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

Informing the governing board and Trust

The Headteacher/Principal will, without delay, notify the CEO/Director of Education and governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 academy days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The Headteacher/Principal will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

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

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

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

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

If a:

- **Student/Pupil with a social worker** is at risk of suspension or permanent exclusion, the Headteacher/Principal will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Headteacher/ Principal will inform **the VSH** as early as possible

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

If the Headteacher/Principal decides to suspend or permanently exclude a student/pupil with a social worker/a student/pupil who is looked after, they will inform the student/pupil's social worker/the VSH, as appropriate, without delay, that:

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

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the student/pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the student/pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Headteacher/Principal may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers governing board, CEO/Director of Education and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the Headteacher/Principal to discuss the cancellation, which will be arranged without delay
- The student/pupil will be allowed back in academy without delay

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

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

Providing education during the first 5 days of a suspension or exclusion

If the pupil is not attending alternative (AP) provision, the Headteacher/Principal will take steps to ensure that achievable and accessible work is set and marked for the student/pupil. Online pathways such as [Google Classroom/Oak Academy/any other online pathway your academy uses] may be used for this. If the student/pupil has a special educational need or disability, the Headteacher/Principal will make sure that reasonable adjustments are made to the provision where necessary.

If the student/pupil is looked after or if they have a social worker, the academy will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the academy will take reasonable steps to set and mark work for the student/pupil, including the use of online pathways.

4.2 The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding the review of decisions made by the Principal to suspend or permanently exclude a pupil are delegated to Great Sankey Primary's Governing Body consisting of at least 3 governors.

The Great Sankey Primary's Governing Body has a duty to consider parents'/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student/pupil (see sections 5 and 6) in certain circumstances.

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

For any suspension of more than 5 academy days, the governing body will arrange suitable full-time education for the student/pupil. This provision will begin no later than the sixth day of the suspension.

Monitoring and analysing suspensions and exclusions data

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

The governing body will consider:

- How effectively and consistently the academy's behaviour policy is being implemented
- The academy registers and absence codes
- Instances where students/pupils receive repeat suspensions
- Interventions in place to support students/pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- The timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded students/pupils, and whether students/pupils who share any particular characteristic are suspended or excluded more than others
- Whether the placements of students/pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the academy that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing students/pupils off-site

4.3 The Local Authority (LA)

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

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

5. Considering the reinstatement of a pupil

Great Sankey Primary's Governing Body will consider and decide on the reinstatement of a suspended or permanently excluded student/pupil within 15 academy days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent

- It is a suspension that would bring the student/pupil's total number of days out of academy to more than 15 in a term; or
- It would result in a student/pupil missing a public exam or National Curriculum test

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

Where the student/pupil has been suspended for more than 5, but not more than 15 academy days, in a single term, and the parents/carers make representations to the board, the governing body will consider and decide on the reinstatement of a suspended student/pupil within 50 academy days of receiving notice of the suspension. If the parents/carers do not make representations, the board is not required to meet, and it cannot direct the Headteacher/Principal to reinstate the student/pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the governing body, will, as far as reasonably practicable, consider and decide on the reinstatement of the student/pupil before the date of the exam or test. If this is not practicable, the chair of the governing body (or the vice-chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the student/pupil.

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

- Parents/carers (and, where requested, a representative or friend)
- The student/pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Headteacher/Principal
- The student/pupil's social worker, if they have one
- The VSH, if the student/pupil is looked after
- A representative of the local authority, if requested by the parent but the authority representative may only attend as an observer unless permitted to make representations by the governing body

The meeting can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The governing body can either:

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

In reaching a decision, the governing body will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties

- The welfare and safeguarding of the student/pupil and their peers
- Any evidence that was presented to the governing board

They will decide whether or not a fact is true 'on the balance of probabilities'.

The clerk/governance professional will be present when the decision is made.

Minutes will be taken of the meeting and decision making, and a record kept of the evidence that was considered. The outcome will also be recorded on the student/pupil's educational record, and copies of relevant papers will be kept with this record.

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

- The parents/carers
- The Headteacher/Principal
- The CEO / Director of Education
- The student/pupil's social worker, if they have one
- The VSH, if the student/pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the academy's

Where an exclusion is permanent and the governing body has decided not to reinstate the student/pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents'/carers' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 academy days from the date on which notice in writing of the governing board's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the academy to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability

discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. Independent review

If parents/carers apply for an independent review within the legal timeframe, the Trust will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 academy days of notice being given to the parents/carers by the governing body of its decision to not reinstate the pupil **or**, if after this time, within 15 academy days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected. Where a parent confirms in writing that they do not wish to proceed with an independent review, this will be taken as the final decision.

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

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

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

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

- Are a member of the academy trust of the excluding academy
- Are the Headteacher/Principal of the excluding academy, or have held this position in the last 5 years
- Are an employee of the trust or the governing board, of the excluding academy (unless they are employed as a headteacher at another academy)
- Have, or at any time have had, any connection with the trust, academy, governing board, parents/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

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

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

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

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

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

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

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

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

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

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

The panel must consider the circumstances of the case and determine whether the governing body's decision was flawed when considered in light of the principles applicable to an application for judicial review, i.e. that the decision reached was subject to illegality, irrationality or procedural impropriety.

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

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

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 academy days
- Any information that the panel has directed the governing board to place on the pupil's educational record

7. Academy registers

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

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

Where an application for an independent review has been made within 15 academy days, the governing board will wait until that review has concluded before removing a student/pupil's name from the register.

While the student/pupil's name remains on the academy's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the pupil being registered at any other academy) has been made for an excluded pupil and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another academy or educational establishment, code D (dual registration) will be used.

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

Making a return to the LA

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

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

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

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension, or cancelled suspension or exclusion, the academy will put in place a strategy to help the student/pupil reintegrate successfully into academy life and full-time education.

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

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into academy life for the student/pupil:

The points below are suggestions only and should be adapted to your academy's specific circumstances.

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

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

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

8.2 Reintegration meetings

Reintegration meetings are an important part of this process and must be planned and take place. The academy will clearly explain the reintegration strategy to the student/pupil in a reintegration meeting before or on the student/pupil's return to academy. During the meeting the academy will communicate to the student/pupil that they are getting a fresh start and that they are a valued member of the academy community.

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

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

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

Meetings should be documented, and where appropriate, commitments from all parties should be agreed upon to support effective reintegration back into the academy.

9. Remote access to meetings

Parents/carers can request that a governing body meeting, or independent review panel be held remotely. If the parents/carers don't express a preference, the meeting will be held in person.

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

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

The governing body and the trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology that will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

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

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

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

10. Monitoring arrangements

The academy and trust will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), off-site directions and managed moves
- Anonymous surveys of staff, students/pupils and other stakeholders on their perceptions and experiences

The data will be analysed and reported back to the governors and trustees.

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

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

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

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

This policy will be reviewed annually by the Director of Education and approved by the Trust Quality and Standards Committee. This will be shared with all academies.

11. Links with other policies

This policy is linked to our:

- Behaviour policy

- SEND policy
- SEN information report

This policy should be read in conjunction with the TCAT Suspensions and Permanent Exclusion Guidance for Leaders.