



ST PAUL'S ACADEMY

Exclusion Policy



*'You are God's work of art'
Ephesians 2:10*

**Approved by: Sheila Ward
(Principal) and Governors**

Date: 31 January 2024

Last reviewed on:

January 2024

Next review due by:

March 2025

Statement of Intent

The governors and staff of St. Paul's Academy have high expectations for all students. St. Paul's Academy is an inclusive Catholic Academy which welcomes students regardless of their level of need, ability or disability, ethnicity and socio-economic background. We work to the premise that every child is 'God's work of art'. It is a privilege for us as a community to have such a formative role in nurturing a young person to be full of ambition and hope in the future. St Paul's is a place of welcome and a haven for all who spend time here.

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

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and students understand the exclusions process
- Ensure that students in school are safe and happy
- Prevent students from becoming NEET [not in education, employment or training]
- Ensure 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 school makes the decision, in the interests of the school and not the student, to:

- Remove a student from the school roll without a formal, permanent exclusion, or
- Encourage a parent to remove their child from the school roll, or
- Retain a student on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a student unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the **School Discipline [Student 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 student has special educational needs and/or a disability [SEND] that the school feels unable to support, or
- Due to a student's poor academic performance, or
- Because the student hasn't met a specific condition, such as attending a reintegration meeting

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

Legislation and statutory guidance

This policy is based on statutory guidance from the **Department for Education: Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - from September 2023**.

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline [Student 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 students
- Section 579 of the **Education Act 1996**, which defines 'school day'
- **The Education [Provision of Full-Time Education for Excluded Students] [England] Regulations 2007**, as amended by **The Education [Provision of Full-Time Education for Excluded Students] [England] [Amendment] Regulations 2014**
- **The Equality Act 2010**
- **Children and Families Act 2014**
- The **School Inspection Handbook**, which defines 'off-rolling'

Definitions

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

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

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

Parent – any person who has parental responsibility and any person who has care of the child.

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

Roles and responsibilities

The principal - Deciding whether to suspend or exclude

Only the principal, or acting principal, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The principal will only use permanent exclusion as a last resort.

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A decision to suspend or exclude a student will be taken only:

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

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident[s] leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider whether the student has special educational needs [SEN]
- Consider whether the student is especially vulnerable [e.g. the student has a social worker, or is a looked-after child [LAC]]
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

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

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

The principal will not reach their decision until they have heard from the student, and will inform the student of how their views were taken into account when making the decision.

Before issuing any form of exclusion, internal, external or permanent, due consideration must be given to whether the student's behaviour is as a result of a diagnosed, or suspected, special educational need. If so, reasonable adjustment must be considered. When investigating high level incidents [red] involving students with SEN, a member of the Inclusion Faculty [usually the Vice Principal or the Assistant Principal for SEND] must be consulted. **Please note:** Social Emotional and Mental Health [SEMH] is consider a Special Educational Need.

Seclusion Referral

Please note that Seclusion is the most serious in school sanction available to staff and this must be reflected in its use. Before making the decision to refer here, alternative sanctions should be explored.

These are the incidents for which a Seclusion referral could be appropriate:

- Deliberately making it impossible for the lesson to proceed;
- Fighting (as opposed to assault or assault followed by reasonable attempt to defend oneself by the initial victim); refer to 'Suspensions' below for discriminating levels on this issue;
- Truancy;
- Serious network abuse;
- Reckless Behaviour;
- Prolonged serious defiance;
- Extreme inappropriateness towards staff;
- Bringing the Academy into disrepute;

- Serious theft
- Homophobic, racist or sexist incident where it seems the intent to hurt, damage or seriously offend is not the motive; refer to 'Suspensions' below for discriminating levels on this issue;
- Sexually inappropriate behaviour where it seems the intent to hurt or seriously offend is not the motive; refer to 'Suspensions' below for discriminating levels on this issue;
- Repeated breach of basic rules to the extent that it seriously affects teaching & learning or has a major impact on the management of students.
- Joint Enterprise on any of the above

If a behavioural aspect of the student's SEND status is the issue, then the student needs to be removed but a Seclusion referral is not appropriate. In the 1st instance the faculty should seek to resolve the issue with, if needed, assistance from SEND or Mentoring staff.

Approved and Agreed Temporary Education at Home

This should only be used extremely rarely and must be approved by the Principal or Vice Principal and must include consultation with the Safeguarding Team, who will seek the approval of Greenwich Local Authority. It should never go beyond 5 days and the Attendance Team will be informed.

If circumstances make return to the Academy impossible, an Alternative Provision placement must be arranged for the 6th day onwards, unless Greenwich approve an extension of the Home Education.

Approved and agreed temporary home education would be the best way forward when it is essential that a student does not come into school for health and safety reasons but a suspension is inappropriate.

Examples would be:

- A serious allegation has been made which is in the hands of the Police and we cannot be seen to be pre-judging the outcome as we would be unable to conduct our own enquiry without contaminating the Police investigation
- There is conflict in school which needs investigating and/or resolving and while that is happening it is best for a student not to be on site; but again it would be inappropriate to issue a suspension.

While parents/carers will probably be contacted in the first instance by telephone to prevent the child coming into school as an emergency, **it is vital that a meeting is arranged in school as soon as possible**. In ordinary circumstances, the student would be brought to the meeting by their parents/carers. However, health and safety issues may dictate otherwise and must be considered.

At this meeting, the reasons for the arrangement should be clearly explained, parental consent obtained and specific detailed work provided. If the parents do not consent, then a suspension is the only option.

Suspension

These can only be issued by the Principal or Vice Principal and must include consultation with the Safeguarding Team.

Attendance must be notified at the same time with the full, correct information.

In cases where the alleged perpetrator has left school for the day or the incident happens outside of school and it is felt that an exclusion is highly likely, it must not be issued until the student has been given the opportunity to give a written statement. For safeguarding reasons this might well involve the student being brought into school by a parent or carer for this to take place. **Getting a student to make a statement after the exclusion is not best practice.**

These are the incidents for which a suspension referral could be appropriate [all of which carry the threat of Permanent Exclusion if repeated or there is a particularly high-level one-off incident]:

- Refusal to co-operate or prolonged lying during an investigation into an incident which would otherwise merit a referral to Seclusion
- Extended, prolonged serious defiance to such a stage that intervention from Senior Management is needed
- Refusal to co-operate or prolonged, deliberate disruption while internally excluded
- Assault [as distinct from fighting. If one student assaults another & the victim makes a reasonable proportional attempt to defend themselves, the victim should not be treated as equally culpable] - *refer back to Seclusion Referral for discrimination on this issue*
- Bullying/Cyber Bullying
- High level homophobic, racist or sexist incident [intent is key here] - *refer back to Seclusion Referral for discrimination on this issue*
- Sexually inappropriate behaviour [intent is key here]- *refer back to Seclusion Referral for discrimination on this issue*
- High level bringing of the Academy into disrepute
- Robbery or extortion
- Serial or very high-level theft
- Aggressive behaviour towards staff
- Sexually threatening behaviour towards staff
- Vandalism [deliberate & destructive as opposed to absent-mindedly doodling]
- Dangerous behaviour [physical, verbal, or electronic] which seriously threatens the safety of others
- Alcohol or Substance possession
- Joint Enterprise on any of the above

Permanent Exclusion

Any of the suspension reasons above could qualify; however, the following would almost inevitably mean not returning to the Academy:

- Bringing a weapon into school
- Bringing a prohibited item into school
- Sexual assault
- Assault on a member of staff
- Assault on a student
- Assault on a member of the public
- Persistently putting oneself beyond the control of Senior Management

Informing parents

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

If the principal decides to suspend or exclude a student, the parents 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 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' right to make representations about the suspension or permanent exclusion to the governing board and, where the student is attending alongside parents, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student, and that parents have a right to attend the meeting, be represented at the meeting [at their own expense] and bring a friend
- That parents have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the student is of compulsory school age, the principal will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion [or until the start date of any alternative provision or the end of the suspension, where this is earlier], the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

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

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

If the 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 school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

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

Informing the governing board

The principal will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
- Any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than 5 school days [or more than 10 lunchtimes] in a term
- Any suspension or permanent exclusion which would result in the student 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 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 lives outside the LA in which the school is located, the principal will also, without delay, inform the student's 'home authority' of the exclusion and the reason[s] for it.

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

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

If a:

- **Student with a social worker** is at risk of suspension or permanent exclusion, the principal will inform the social worker as early as possible
- **Student who is a looked-after child [LAC]** is at risk of suspension or exclusion, the principal will inform the VSH as early as possible

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

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

- They have decided to suspend or permanently exclude the student
- 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'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's background and/or circumstances that 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's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The 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, governing board 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 will be offered the opportunity to meet with the principal to discuss the cancellation, which will be arranged without delay
- The student will be allowed back in school without delay

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

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

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

During the first 5 days of a suspension, if the student is not attending alternative [AP] provision, the principal will take steps to ensure that achievable and accessible work is set and marked for the student. Online platforms such as [Google Classroom, Oak Academy, Seneca or Hegarty Maths] may be used for this. If the student has a special educational need or disability, the principal will make sure that reasonable adjustments are made to the provision where necessary.

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

The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to **The Governors' Disciplinary Committee** of the governing board consisting of at least 3 governors.

The Governors' Disciplinary Committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student in certain circumstances.

The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student in certain circumstances.

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

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

The governing board does not have to arrange such provision for students in their final year of compulsory education who do not have any further public exams to sit.

Monitoring and analysing suspensions and exclusions data

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

The governing board will consider:

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

The local authority [LA]

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

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

Considering the reinstatement of a student

The Governors' Disciplinary Committee will consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the student's total number of days out of school to more than 15 in a term; or
- It would result in a student missing a public exam or National Curriculum test

Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension to more than 5 in a term, the Governors' Disciplinary Committee must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the principal to reinstate the student.

Where the student has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents make representations to the board, the Governors' Disciplinary Committee will consider and decide on the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the principal to reinstate the student.

Where a suspension or permanent exclusion would result in a student missing a public exam or National Curriculum test, the Governors' Disciplinary Committee will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the Governors' Disciplinary Committee may consider the suspension or permanent exclusion and decide whether or not to reinstate the student.

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

- Parents, and, where requested, a representative or friend
- The student, 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 principal
- The student's social worker, if they have one
- The VSH, if the student is looked after

Governing board meetings can be held remotely at the request of parents.

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 Governors' Disciplinary Committee can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student 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 Governors' Disciplinary Committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the principal followed their legal duties
- The welfare and safeguarding of the student 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 will be present when the decision is made.

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

The Governors' Disciplinary Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents
- The principal
- The student's social worker, if they have one
- The VSH, if the student is looked after
- The local authority
- The student's home authority, if it differs from the school's

Where an exclusion is permanent and the Governors' Disciplinary Committee has decided not to reinstate the student, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made [15 school days from the date on which notice in writing of the governing board's decision is given to parents]
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the student's special educational needs [SEN] are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded student has recognised SEN, parents 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 for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal [special educational needs and disability], in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of

discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

Independent review

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

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Governors' Disciplinary Committee of its decision to not reinstate the student or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/students.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the 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 school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or principals during this time
- Principals or individuals who have been a principal within the last 5 years

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

- Are a member/director of the Academy of the excluding school
- Are the principal of the excluding school, or have held this position in the last 5 years
- Are an employee of the Academy, or the governing board, of the excluding school [unless they are employed as a principal at another school]
- Have, or at any time have had, any connection with the Academy, governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years

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

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

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's permanent exclusion.

Updated January 2024

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

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

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

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement [only if it judges that the decision was flawed]

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

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

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement. The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

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

This notification will include:

- The panel's decision and the reasons for it
- 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 student within 10 school days
- Any information that the panel has directed the governing board to place on the student's educational record

School registers

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

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

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

While the student's name remains on the school's admission register, the student's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded student and they attend it, code B [education off-site] or code D [dual registration] will be used on the attendance register.

Where excluded students are not attending alternative provision, code E [absent] will be used.

Making a return to the LA

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

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

Returning from a suspension

Re-integration strategy

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

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

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

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

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

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

Re-integration meetings

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

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

The meeting can proceed without the parents in the event that they cannot or do not attend. The school expects all returning students and their parents to attend their reintegration meeting, but students who do not attend will not be prevented from returning to the classroom.

Remote access to meetings

Parents can request that a governing board meeting, or independent review panel be held remotely.

If the parents 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 board and the academy 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 which will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

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

Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of student referral units, off-site directions and managed moves
- Anonymous surveys of staff, students, governors/trustees and other stakeholders on their perceptions and experiences

The data will be analysed every half-term by Michelle Hepburn, Vice Principal and Paul O'Donoghue, Assistant Principal. Michelle Hepburn and Paul O'Donoghue will report back to the principal and governors.

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

- At school level
- By age group
- By time of day/week/term
- By protected characteristic
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The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of students are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed by Michelle Hepburn, Vice Principal, every year. At every review, the policy will be approved by the governing board.

Links with other policies

This policy is linked to our:

- Behaviour Policy
- SEND and Inclusion Policy