



Exclusion Policy

Policy Owner:	Director of Inclusion
Approved by:	Curriculum & Standards Committee
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Due to the evolving nature of The CAM School Trust, procedures behind this policy will be reviewed and amended accordingly to reflect changes.

At the heart of our work lie the six core principles of The CAM School Trust. These drive everything that we do.



Aims

The CAM School Trust and its schools aim to ensure that:

- The suspensions and permanent exclusions process is applied fairly and consistently
- The suspensions and permanent exclusions process is understood by pupil disciplinary committee members, staff, parents/carers and pupils
- Pupils in our schools are safe and happy
- Pupils do not become NEET (not in education, employment or training)
- 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 interest of the school and not the pupil, to:

- Remove a pupil from the school roll without a formal permanent exclusion, or
- Encourage a parent to remove their child from the school roll, or
- Encourage a sixth form student not to continue with their course of study, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

We will not suspend or exclude pupils 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 (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: or not allowing pupils to attend school:

- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven'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'

We recognise that young people can find it hard to develop the good behaviours that help them be successful at school. We are committed to helping young people to engage with their education so that they can have the best chance to achieve their full potential as learners and fulfil their dreams and ambitions. To this end our schools actively teach pupils what acceptable behaviour looks like, teach staff how to recognise emerging behaviours and how to de-escalate situations, work hard to pre-empt behavioural issues through careful planning and systems and routines, provide effective support academically, pastorally and, where identified, through the SEND department and engage with all stakeholders to help ensure

that our schools are warm and welcoming communities where every pupil is important and valued.

Our principals know that suspension for a fixed term or permanent exclusion can have a negative impact on the life chances of a pupil. For this reason, our schools only use suspensions and permanent exclusions where it is deemed by the principal to be absolutely necessary. This policy sets out how, on the rare occasions where this consequence is used, our schools will act.

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 pupil referral units in England, including pupil movement from September 2023.

It is based on the following legislation, which outlines schools' 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
- Inspection information for state-funded schools, which defines 'off-rolling'

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

The decision to suspend or permanently exclude

Only the principal, or acting principal, can suspend and permanently exclude a pupil from school. The decision to permanently exclude will only ever be used as a last resort when other consequences are unsuitable, when all avenues for further support have been exhausted and when the conditions for permanent exclusion as set out in the statutory guidance regarding exclusions have been met.

Our trust is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

- removing a pupil from the school roll (such as by moving them to AP) without a formal, permanent exclusion (this may be an unlawful exclusion) or intentionally not following regulations when carrying out a permanent exclusion
- preventing a pupil on the school roll from attending school normally without a formal suspension, for example by sending them home or placing them on a part-time timetable (this may be an unlawful suspension)
- placing pressure on a parent to remove their child from the school roll
- placing pressure on a post-16 student not to continue with their course of study

- not allowing a pupil to attend school normally, without a formal permanent exclusion or suspension

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

Where a suspension or permanent exclusion is being considered the principal will consider the impact that this action will have on the pupil, their family, and the school as a whole. Key to this is understanding the pupil and any underlying reasons for the behaviours that have been seen. To ensure that this is the case our principals take the following actions before issuing either a fixed term suspension or permanent exclusion:

- Accounts are collected from pupils involved, other witnesses and staff
- The Special Educational Needs and Disabilities (SEND) team are consulted about any recognised SEND that may have caused/contributed to the behaviour
- The pastoral team is consulted about any known pastoral issues that may be affecting the pupil(s) as well as the level of support that has been provided to the pupil(s) in the past .
- The safeguarding team is consulted and consideration is made about whether an exclusion will place a pupil at risk.

Only when all the above steps have been taken and the information provided has been reviewed will the principal decide what action will be taken.

A decision to consider a permanent exclusion for a pupil will be taken only when both of the following conditions have been met:

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

Our schools proactively work with the Local Authority once they identify that a pupil is at risk of permanent exclusion to try and prevent this. This means that our principals can ensure that they have explored all other options and preventative measures before taking the decision to permanently exclude.

Definitions

The school day: For the purposes of suspensions and permanent exclusions, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

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

Permanent exclusion: When a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction: When a school requires a pupil 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: A managed move is a formal process that allows a student to permanently transfer from one school to another when this is considered to be in their best interest. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

Pupil disciplinary panel committee: A panel made up of members of Local Advisory Boards from across trust schools.

Roles and responsibilities

The Principal

Deciding whether to suspend or exclude

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

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

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

Before deciding whether to suspend or exclude a pupil, 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 pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

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

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

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

Informing parents

If a pupil 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 pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the principal decides to suspend or exclude a pupil, the parents will be informed 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 exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the Local Advisory Board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Local Advisory Board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend
- That the parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request.

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 pupil 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.

Informing the Head of Governance and pupil disciplinary panel committee

The principal will immediately notify the Head of Governance and, if known at the time of the decision, the members of the pupil disciplinary panel committee of:

- A permanent exclusion, including when a fixed-period suspension is followed by a decision to permanently exclude a pupil
- Suspensions which would result in the pupil being suspended or permanently excluded for more than 5 school days (or 10 lunch times) in a term.
- Suspensions or permanent exclusions which would result in the pupil missing a public examination.
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

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

For all other suspensions, the principal will notify the Local Advisory Board and Board of Trustees once a term.

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 pupil lives outside the LA in which the school is located, the principal will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

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

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the 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 principal will inform **the VSH** as early as possible

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

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

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

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

Cancelling suspensions and permanent exclusions

The principal may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by a pupil disciplinary panel.

Where there is a cancellation:

- The parents, pupil disciplinary committee and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- The notification must provide the reason for the cancellation
- The Pupil Discipline Panel'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
- As referred to above, the principal will report to the pupil disciplinary committee, Board of Trustees and the Trust executive team once per term on the number of cancellations
- The pupil 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 pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

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

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

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

The pupil disciplinary committee

Responsibilities regarding suspension and permanent exclusion is delegated to the pupil disciplinary committee who will convene a pupil disciplinary panel as and when required. Any pupil disciplinary panel must consist of at least 3 members of the Local Advisory Board for the school or, where three panel members can't be available at the allotted time, be drawn from other Local Advisory Boards within the Trust.

The pupil disciplinary panel has a duty to consider the reinstatement of an excluded pupil. Within 14 days of receipt of a request, the pupil disciplinary committee will provide the secretary of state with information about any exclusions in the last 12 months.

For a fixed-period suspension of more than 5 school days, the pupil disciplinary committee will ensure that the school arranges suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.

Provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.

Monitoring and analysing suspensions and exclusions data

The Trust, as outlined in the scheme of delegation, undertakes the key governance role for all of its schools. In this capacity the Trust will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The Trust will consider:

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

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

Considering the reinstatement of a pupil

A pupil disciplinary panel made up of members of the Local Advisory Board will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term suspension which would bring the pupil's total number of school days of suspension to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test
- If requested to do so by parents/carers, the pupil disciplinary committee will consider the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension if the pupil would be suspended from school for more than 5 school days, but less than 15, in a single term.

In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in a term, the Local Advisory Board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. Submissions should be made in writing and will be considered at the next scheduled meeting of the Local Advisory Board.

The Local Advisory Board can recommend the principal reconsiders the decision or direct the principal to reconsider the decision. The Local Advisory Board will write to the parents regarding:

- Whether the school followed the published policy and guidance
- Recommendations made to the principal regarding the decision
- Any follow up actions required by the school

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

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

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The principal
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

The pupil disciplinary committee will try to arrange the meeting within the statutory time limits 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 pupil disciplinary panel can either:

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

In reaching a decision, the pupil disciplinary panel will consider:

- Whether the suspension or permanent exclusion was lawful, reasonable and procedurally fair
- Whether the Principal followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that is presented by the school and the parents/carers

They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt'.

The clerk will be present when the decision is made.

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

The pupil disciplinary panel will notify, in writing the following stakeholders of its decision, along with reasons for its decision, without delay.

- The parents/carers
- The student if they are 18 or older
- The principal
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent, the pupil disciplinary panel decision will also include the following:

- The fact that it is permanent
- Notice of parents'/carers' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the school trust to appoint an SEN expert to attend the review
- 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
- 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. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

An independent review

If parents/carers apply for an independent review, the Trust will arrange for an independent panel to review the decision of the school's pupil discipline panel not to reinstate a permanently excluded pupil. Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the pupil disciplinary panel of its decision to not reinstate a pupil.

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 Local Advisory Board category, and 2 members will come from the principal category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or 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 Trust, or school committee 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 Trust, or the school committee, 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 Trust, school, school committee, 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

A clerk will be appointed to the panel.

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

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

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

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

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

The independent panel will decide one of the following:

- Uphold the pupil disciplinary panel's decision
- Recommend that the pupil disciplinary panel reconsiders reinstatement
- Quash the pupil disciplinary panel's decision and direct that they reconsider reinstatement (only when the decision is judged to be 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.

School registers

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

- 15 school days have passed since the parents/carers were notified of the pupil disciplinary panel's decision to not reinstate the 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, the school will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded 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 school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the 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 school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the 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 pupil's name

Returning from a fixed-term suspension

Following a fixed-term suspension, a reintegration meeting will be held involving the pupil, parents/carers, a member of senior staff and other staff, where appropriate.

A range of supportive measures including, but not limited to, those listed below may be implemented when a pupil returns from a fixed-term suspension:

- An Acceptable Behaviour Contract (ABC)
- A Behaviour Support Plan (BSP)
- A Pastoral Support Plan (PSP)
- An Exclusion Reduction Plan (ERP)
- Enhanced pastoral support
- Daily contact from a member of the school's pastoral team
- A family education and support programme
- Social skills and school readiness programmes
- Referral to external support

Part-time timetables may be used to help support an effective reintegration following a suspension however, where these are used they will be put in place for the minimum time necessary and reviewed at regular intervals.

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

Reintegration meetings

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

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

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

Remote access to meetings

Parents, or students if they are 18 or older, can request that a governing board meeting, or independent review panel be held remotely. If the parents/student 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 pupil discipline panel and the school 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 senior behaviour lead at each school is responsible for monitoring the number of exclusions every term and will collect and analyse the following data reporting back to the principal and any other stakeholders as required:

- Attendance, permanent exclusions and suspensions

- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, and other stakeholders on their perceptions and experiences

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

Schools will use the results of this analysis to make sure they are meeting their duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, schools will review their procedures in order to tackle it.

The Trust will work with its schools to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any one school may be too low to allow for meaningful statistical analysis.

This policy will be reviewed by the Director of Inclusion for the Trust annually. At every review this policy will be approved by the Curriculum & Standards Committee, on behalf of the Trust Board.

Links with other policies

This exclusions policy is linked to the following policies:

- Behaviour policy
- SEN policy and information report
- Single Equality and Community Cohesion Scheme
- Anti-bullying Policy