



Suspensions and Exclusions Policy

Policy Code:	
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Executive Summary:

This policy sets out how CIT schools manage suspensions and permanent exclusions fairly, lawfully and consistently, in line with Department for Education (DfE) guidance (2026). The Trust recognises that exclusion should only be used when necessary and that education, inclusion and safeguarding remain priorities for all pupils.

Key Principles

Good behaviour is essential to high-quality education.

Suspension and permanent exclusion are serious sanctions and must only be used when justified.

Permanent exclusion is a last resort.

Decisions must be lawful, reasonable, proportionate and procedurally fair.

Schools must not use informal exclusions, off-rolling or unlawful practices.

Definitions

Suspension – temporary removal from school for disciplinary reasons, up to a maximum of 45 school days in an academic year.

Permanent Exclusion – permanent removal from school following a serious or persistent breach of the Behaviour Policy where the pupil's continued presence would seriously harm the education or welfare of others.

Safeguarding Separation – a temporary safeguarding measure used to protect pupils or staff; it is not a suspension or exclusion and must be regularly reviewed.

Responsibilities

Headteacher - The Headteacher is the only person who can suspend or permanently exclude a pupil. Before deciding, they must:

- Consider all evidence and circumstances.
- Take account of SEND, safeguarding and equality duties.
- Ensure all alternatives have been explored.
- Notify parents and relevant professionals without delay.

Local School Board (LSB) - The LSB reviews suspensions and exclusions where required by law, considers parental representations, and decides whether reinstatement is appropriate.

Trust Board - The Trust Board provides oversight, checks trends and disproportionality, ensures compliance with statutory guidance, and oversees Independent Review Panel arrangements.

Considerations Before Exclusion

Schools should consider:

- Underlying causes of behaviour.

- SEND, EHCPs and disabilities.
- Safeguarding concerns.
- Social care involvement.
- Alternative support and interventions.
- Managed moves or off-site direction where appropriate.

Preventing Exclusion

Schools should aim to avoid exclusion through:

- Early intervention and support.
- Managed moves (with parental agreement).
- Off-site direction placements aimed at improving behaviour.
- Additional support for vulnerable pupils, including those with SEND, SEMH needs, looked-after children and disadvantaged pupils.

Parental Rights

Parents must be informed immediately of any suspension or exclusion and receive information about:

- Reasons for the decision.
- Educational arrangements.
- Their right to make representations.
- Their right to request an Independent Review Panel following a permanent exclusion.

Education During Suspension or Exclusion

- Work must be provided from Day 1.
- Full-time education must be arranged from Day 6 for eligible pupils.
- Alternative provision must take account of a pupil's age, needs and SEND requirements.

Independent Review Panels

Where a permanent exclusion is upheld, parents may request an Independent Review Panel (IRP). The panel reviews whether the decision was lawful, reasonable and procedurally fair. Parents may also request a SEND expert to advise the panel.

Monitoring and Equality

The Trust and LSBs regularly review suspension, exclusion and safeguarding separation data to:

- Monitor trends.
- Challenge disproportionality.
- Ensure vulnerable groups are treated fairly.

Evaluate the effectiveness of behaviour and inclusion strategies.

Overall aim: To ensure exclusions are used only when absolutely necessary while protecting the rights, welfare and educational outcomes of all pupils.

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1.1. Statement of Intent

At CIT, we understand that good behaviour and discipline is essential for promoting a high-quality education.

Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy.

Suspensions may be necessary where behaviour cannot be effectively managed through other interventions. Permanent exclusion will only be used as a last resort, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, and where all relevant alternatives have been carefully considered.

The Trust has created this policy to clearly define the legal responsibilities of the Headteachers, Local Schools Boards and LA when responding to pupil suspensions and exclusions, to ensure that they are dealt with both fairly, and lawfully, and in line with DfE statutory guidance.

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

For the purposes of this policy the following terms are defined thus:

A "suspension" is the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year.

A suspension does not have to be for a continuous period.

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

A safeguarding-related separation from site is defined as circumstances where pupils may need to be prevented from attending the school site for safeguarding reasons and makes clear that this is not an informal exclusion.

A Managed Move is a voluntary agreement between schools, parents and the pupil for a pupil to transfer to another school permanently as an alternative to permanent exclusion.

Off-site direction is a statutory behaviour management measure that allows a school to direct a pupil to attend another educational setting temporarily to improve their behaviour, while the pupil stays on the roll of the home school. It is intended as an intervention to avoid suspension or permanent exclusion where appropriate.

1.2 Equality Statement

The Trust is committed to ensuring that decisions relating to suspensions, permanent exclusions and managed moves are fair, transparent and free from discrimination.

All actions taken under this policy will be consistent with the Equality Act 2010, with due regard given to pupils' protected characteristics, special educational needs and disabilities (SEND), and individual circumstances. The Trust will monitor suspension and exclusion data to identify and address any disproportionate impact on particular groups of pupils and will take reasonable steps to promote inclusion, equality of opportunity and positive outcomes for all learners.

2. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Children and Families Act 2014
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023
- The European Convention on Human Rights (ECHR)

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

- DfE (2026) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (effective from 26 July 2026)
- DfE (2024) 'Behaviour in Schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- Keeping Children Safe in Education (KCSIE) 2026

This policy operates in conjunction with the following trust/school policies:

- Behaviour Policy
- Anti-bullying Policy/statement
- Pupil Code of Conduct
- Special Educational Needs and Disabilities (SEND) Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Child Protection and Safeguarding Policy

3. Scope

This policy applies to all academies within the Trust. Local procedures may be developed by individual academies in their individual contextual Behaviour Policies, provided they are consistent with this policy and current statutory guidance.

This policy applies to all pupils on roll at the school and outlines the procedures relating to suspension and permanent exclusion. It applies to all staff, governors, trustees and any individuals involved in the suspension and exclusion process.

The policy sets out the responsibilities of the Headteacher, Trust Board, Local School Boards (LSB), review panels, clerks and other relevant parties in relation to suspension and permanent exclusion decisions.

This policy applies where a pupil's behaviour occurs:

- On the school site.
- Whilst travelling to or from school.
- Whilst wearing school uniform.
- Whilst representing the school; or
- Where behaviour outside school could adversely affect the education, welfare, safety or reputation of members of the school community.

The policy also covers related processes including:

- Consideration of pupils with SEND and disabilities.
- Safeguarding considerations.
- Managed moves.
- Off-site direction.
- Arrangements for providing education during a suspension or following a permanent exclusion.
- Governing Board review meetings.
- Independent Review Panels (IRPs).
- Safeguarding separation arrangements.
- The roles of social workers and Virtual School Heads in exclusion proceedings.

This policy does not apply to informal or unofficial exclusions, which are unlawful. All suspensions and permanent exclusions will be implemented per relevant legislation and the Department for Education's statutory guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026).

4. Roles and responsibilities

4.1. The LA is responsible for:

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- Having due regard to the relevant statutory guidance when performing its duties in relation to the education of LAC.
- Arranging suitable full-time education for any pupil of compulsory school age excluded permanently, in coordination with the school.
- Reviewing and reassessing pupils' needs in consultation with their parents where they have an EHC plan and are excluded permanently, with a view to finding a new placement.

4.2. The Trust Board:

The Trust Board has overall responsibility for ensuring that suspension and permanent exclusion processes comply with statutory guidance and legislation.

The Board will review exclusion data, monitor patterns and trends, ensure that exclusion decisions are lawful, reasonable and procedurally fair, and fulfil all responsibilities assigned to the ‘

board’ under the DfE’s *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (2026).

The Trust Board delegates responsibility for the consideration and oversight of suspensions and permanent exclusions to individual school Local School Boards (LSB), per the Trust’s Scheme of Delegation.

The LSB carries out its responsibilities in line with statutory guidance, Trust policies, and principles of fairness, ensuring proper scrutiny and challenge of decisions made by school leaders.

The Trust Board must ensure that the correct mechanisms are in place for all suspensions and all permanent exclusions to be dealt with by LSBs schools within statutory timescales.

This includes assurances that all suspensions and exclusions have been considered as being:

- In the interests and circumstances of the pupil.
- In the interests of other pupils and staff.

And that:

- All Trust and school policies have been followed.
- The exclusion decision was lawful, reasonable and procedurally fair.

The Trust Board will:

- Receive regular reports on suspensions and exclusions.
- Monitor trends by school, year group, protected characteristic and SEND status.
- Challenge disproportionality.
- Review whether LSBs and schools have assured them that behaviour and inclusion policies are effective.

- Ensure statutory exclusion processes are being followed.
- Assure themselves that unlawful exclusions, part-time timetables or off-rolling are not occurring.
- The Trust Board will review assurances from LSB and schools that arrangements for the following are lawful, checked and used appropriately:
 - Off-site direction arrangements.
 - Managed moves.

Independent Review Panel (IRP) arrangements

Where a permanent exclusion is upheld and parents request a review:

- The Trust Board is responsible for ensuring the arrangement of an Independent Review Panel (IRP).
- The trust must appoint panel members and a clerk.
- The trust must ensure all statutory review processes are followed.

4.3. The Local Schools Board is responsible for:

Through the Trust's Scheme of Delegation, the Local School Board (LSB) is responsible for considering suspensions and permanent exclusions in accordance with statutory guidance.

The LSB will review exclusion decisions, consider representations from parents and other relevant parties, decide whether reinstatement is appropriate and ensure that decisions are lawful, reasonable and procedurally fair.

The LSB will monitor suspension and exclusion data including Safeguarding Separation, oversee the fair and equitable application of the Behaviour Policy and provide challenge and support to school leaders regarding behaviour, inclusion and pupil welfare.

The LSB is responsible for:

- Ensuring the school is compliant with providing information to the Secretary of State and LA about any suspensions and exclusions within the last 12 months.
- Ensuring the school arranges suitable full-time education for any pupil of compulsory school age who is suspended, where needed.
- Considering parents' representations about suspensions and exclusions within 15 school days of receiving notice if the appropriate requirements are met.
- Where a suspension or exclusion would result in a pupil missing a public examination or test, considering the suspension or exclusion before this date.
- Considering whether it would be appropriate for a pupil to be allowed onto the school premises to sit the public examination or test.
- Arranging the representation meeting at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Considering the arrangement for the representation meeting to take place via remote access where requested by parents or excluded pupils aged 18 and over (if this arrangement is fair, transparent and manageable).

- Adhering to its responsibilities to consider the reinstatement of pupils.
- Considering the interests and circumstances of the suspended or excluded pupil, including the circumstances in which they were suspended or excluded, and have due regard to the interests of others at the school.
- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to a suspension or exclusion.
- Ensuring clear minutes are taken of the representation meeting.
- Noting the outcome of the representation meeting on the pupil's education record, along with copies of relevant papers for future reference.
- Notifying the pupil's parents, the Headteacher and the LA of its decision and the reasons for it, without delay.
- Appointing a clerk to provide advice to the relevant panel and parties to the review on procedure, law and statutory guidance on suspensions and exclusions.
- Where appropriate, informing parents of where to apply for an independent review panel.
- Informing parents of relevant sources of information.
- Ensuring the school removes a pupil's name from the school admissions register, where the statutory guidance has been followed.
- Reconvening within 10 school days to reconsider reinstatement of a pupil where directed to do so by the suspensions and exclusions review panel.
- Review and analysis of data to evaluate the school's practices on intervention, suspension and exclusion and ensure that groups of pupils are not unfairly targeted by suspensions or exclusions.

4.4 The clerk to the suspensions and exclusions review panel

The clerk plays a critical procedural role in ensuring that review meetings are conducted lawfully, fairly and per statutory requirements.

The clerk must be independent in performing their duties and must not have had a role in the original exclusion decision.

Before the meeting

The clerk is responsible for:

- Arranging the LSB review meeting.
- Giving all parties proper notice of the meeting.
- Circulating all relevant documents, evidence and representations to panel members and attendees.
- Ensuring parents are informed of their rights, including rights relating to representation and attendance.
- Making arrangements for virtual attendance where appropriate and allowed under the guidance.

During the meeting

The clerk should:

- Advise the panel on the correct procedure.
- Ensure the meeting follows statutory requirements.
- Record attendance.
- Take an accurate record of discussions, evidence considered and decisions made.
- Ensure all parties have a fair opportunity to present their views and evidence.

Providing procedural advice

The clerk may advise the panel on:

- Statutory timescales.
- The applicable law and DfE guidance.
- Procedural fairness.
- The panel's powers and duties.

However, the clerk must not influence the panel's decision on the merits of the exclusion itself. The decision remains solely for the LSB or Independent Review Panel members.

After the meeting

The clerk is responsible for:

- Producing an accurate written record of the meeting.
- Communicating the panel's decision to all relevant parties.
- Setting out the reasons for the decision.
- Informing parents of any further rights of review or appeal where applicable.
- Maintaining records of proceedings following school and trust requirements.

Additional responsibilities for Independent Review Panels (IRPs)

Where the clerk supports an Independent Review Panel following a permanent exclusion, they must also:

- Coordinate the review process on behalf of the academy trust.
- Ensure panel members meet the statutory eligibility requirements.
- Manage the paperwork and evidence bundle.
- Notify parties of the outcome and next steps.

4.5. The Headteacher

The Headteacher is responsible for deciding whether a pupil should be suspended or permanently excluded, ensuring that any decision is lawful, reasonable, proportionate and procedurally fair. The Headteacher will consider all relevant circumstances, including safeguarding, SEND and equality duties.

The Headteacher will have due regard to the Public Sector Equality Duty and consider whether any reasonable adjustments were needed.

They will notify relevant parties of exclusion decisions, provide information required under statutory guidance, and ensure all suspensions and permanent exclusions are managed per the DfE's *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (2026)

Deciding whether to suspend or permanently exclude:

Only the Headteacher (or acting headteacher) may decide to suspend or permanently exclude a pupil. Before deciding, they must:

- Ensure the decision is lawful, reasonable and fair and truly a last resort.
- Consider all relevant facts and evidence.
- Apply the civil standard of proof ("on the balance of probabilities").
- Consider whether the incident occurred on or off-site where there is a sufficient connection to the school.
- Ensure exclusion is not used for non-disciplinary reasons.

Considering individual circumstances

Before deciding on a suspension or permanent exclusion, the headteacher should consider:

- The pupil's age and circumstances
- Any additional factors as set out in para 7 of this guidance.
- Any SEND needs, including whether the school has fulfilled its duties under the Equality Act 2010.
- Whether the pupil has an EHCP.
- Any safeguarding concerns.
- Whether a social worker is involved.
- Whether the pupil is looked after or previously looked after.
- Whether appropriate support and interventions have been considered.

Ensuring exclusions are used appropriately.

The Headteacher must ensure:

- Permanent exclusion is used only as a last resort.
- Suspensions and exclusions are not used instead of providing suitable support.
- Informal, unofficial or unlawful exclusions do not occur.
- Off-rolling is not used.

Informing parents and other parties

The Headteacher must notify parents without delay and provide:

- The reason for the exclusion.
- The length of any suspension.
- Information about what their duties are in relation to supervision of the pupil while they are suspended/excluded.
- Information about representation rights.

- Information about the LSB's role.
- Information about any right to request an Independent Review Panel following a permanent exclusion.

Headteachers must ensure that when communicating with parents that all information provided is clear and easily understood.

The Headteacher must also notify:

- The appropriate Director of Education
- The Director of Safeguarding where a Safeguarding Separation arrangement has been made.
- The local authority where needed.
- The pupil's social worker.
- The Virtual School Head for looked-after and previously looked-after children where applicable.

Providing work and education

For the first five school days of a suspension, the Headteacher must ensure suitable work is set and marked for the pupil.

Attending LSB review meetings

Where a suspension or permanent exclusion is reviewed, the Headteacher should:

- Present the reasons for the decision.
- Provide evidence and supporting information.
- Answer questions from governors, trustees and parents.
- Aid the panel in reaching a lawful decision.

Maintaining records

The Headteacher is responsible for ensuring that:

- Exclusion records are accurate.
- Notifications are completed within statutory timescales.
- Evidence and decision-making records are kept.
- Exclusion data is available for governance oversight.

The Headteacher is responsible for monitoring exclusion patterns and reporting suspension and exclusion data to the Trust Board via the LSB so that trustees can fulfil their strategic oversight duties.

5. Grounds for suspension or exclusion

The Trust requires that any CIT school only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.

The individual school behaviour policy will set out examples of behaviour that may call for the decision to suspend or exclude a pupil.

These grounds for suspension/exclusion must be compliant with the 2026 Suspensions and exclusions Guidance, and where a pupil has been in serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

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

Pupils can be permanently excluded following a suspension, where further evidence is presented.

In all cases, the Headteacher will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

6. Safeguarding Separation

Safeguarding Separation may be used where it is necessary to protect the safety and welfare of pupils or staff.

Safeguarding separation is not a suspension or permanent exclusion and must not be used as a substitute for disciplinary action.

Any decision to separate a pupil for safeguarding reasons will be based on a risk assessment, be proportionate to the identified risk, be reviewed regularly and take account of the school's safeguarding, equality and human rights duties.

The LSB will be informed of any safeguarding separation without delay, and the Trust Board will monitor data to ensure that no group of pupils is unfairly or disproportionately targeted. The Trust Board are responsible for the assurance that this sanction is applied as set out in the guidance.

A review date will be set at the point the separation is implemented and reviewed at least weekly.

7. Off Rolling

The Trust prohibits off-rolling. No pupil will be removed from roll, encouraged to leave, placed on a reduced timetable or directed to alternative provision primarily for the purpose of improving published outcomes or avoiding the use of suspension or permanent exclusion procedures.

8. The Headteacher's power to suspend and exclude including cancellation.

Only the Headteacher or acting headteacher has the power to suspend or exclude a pupil from the school and can decide whether either a suspension or exclusion is appropriate.

All suspensions and exclusions will only be issued on disciplinary grounds. The Headteacher can suspend pupils where their behaviour is disruptive during lunchtime. All lunchtime suspensions will be counted as half of a school day. The Headteacher is also able to consider a pupil's disruptive behaviour outside of the school premises as grounds for suspension or exclusion, per the school's Behaviour Policy.

The Headteacher may cancel any suspension or exclusion that has already begun, or one that has not yet begun; however, this power will only be used if the suspension or exclusion has not already been reviewed by the LSB.

Where a suspension or exclusion is cancelled, the Headteacher will notify the pupil's parents, the LSB, the LA, and, where relevant, the virtual school head (VSH) and the pupil's social worker. The notification will also provide the reason for the cancellation.

The Headteacher will offer the pupil's parents the opportunity to meet with them to discuss the circumstances that led to the cancellation of the exclusion, and the pupil will be allowed back into school without delay.

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

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

A permanent exclusion will not be cancelled if the pupil has already been suspended or excluded for more than 45 school days in an academic year or if they will have been so by the time the cancellation takes effect.

The Headteacher will report the number of suspensions and exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to the LSB once per term, to allow them to have proper oversight.

The Headteacher will not issue any 'informal' or 'unofficial' suspensions or exclusions, e.g. sending a pupil home to 'cool off', regardless of whether the parents have agreed to this. The Headteacher will not use the threat of suspension or exclusion as a means of instructing parents to remove their child from the premises.

All suspensions and exclusions, decisions, meetings and any information will be formally recorded on the school's MIS system.

9. Factors to consider when suspending or excluding a pupil.

When deciding on a suspension or exclusion of a pupil, the Headteacher will consider:

- Whether a Safeguarding Separation is the accurate and appropriate sanction needed
- Allowing the pupil the opportunity to present their case once evidence has been collected in a suitable way for the age, stage and cognition of the pupil.
- Contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bullying.
- Whether the pupil has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.

- Early intervention to address underlying causes of disruptive behaviour, including consulting with external agencies, to assess pupils who show consistently poor behaviour.

The Headteacher will consider what extra support may be available for vulnerable pupil groups whose suspension and exclusion rates are higher, to reduce their risk of suspension or exclusion, including pupils who are LAC/CiC, pupils eligible for FSM, pupils with SEND and pupils from certain ethnic groups.

When considering a suspension or permanent exclusion, the Headteacher will have regard to the school's duties under the Equality Act 2010 and the Children and Families Act 2014. Consideration will be given where a pupil has SEND, a disability or an EHCP. The Headteacher will consider whether the behaviour giving rise to the disciplinary action was a manifestation of the pupil's SEND or disability, whether reasonable adjustments have been made, and whether additional support or alternative strategies could appropriately meet the pupil's needs. As stated earlier in this policy, any suspension or permanent exclusion decision must be lawful, reasonable, fair and proportionate.

The Headteacher will consider avoiding suspending or excluding pupils who are LAC/CiC, those with SEMH issues or pupils with an EHC plan. Serious consideration will need to be given for pupils who are at significant risk of safeguarding while not in school.

Each school behaviour policy will set out:

- How staff record and report concerning behaviour for vulnerable groups
- What procedures are if a pupil needed more support.
- How the graduated response will be implemented.
- What steps will be taken if a pupil continues to endanger the physical or emotional safety of staff or pupils.

10. Preventative measures

Before taking a final decision to exclude, the Headteacher will consider whether it is in the best interests of all parties to start off-site directions or managed moves as preventative measures to exclusion.

Managed moves: A managed move may be considered as an alternative to permanent exclusion where it is in the best interests of the pupil and the wider school community. Managed moves will only take place with the informed consent of the parent and the agreement of both schools. Managed moves will not be used as a form of informal exclusion or off-rolling and will not bypass normal admissions requirements. Any managed move will be appropriately planned, documented and monitored, taking account of any SEND, safeguarding or welfare considerations.

The pupil's views will be looked for and considered, where appropriate, before any managed move or off-site direction is agreed.

Per DfE guidance, managed moves are permanent arrangements and must not be run as trial placements.

The Trust expects that CIT Schools must not:

- Pressure parents into accepting a managed move.
- Present a managed move as the only option.
- Use a managed move to avoid following exclusion procedures.
- Remove a pupil from roll before the move is formally agreed.

A managed move cannot override the normal in-year admissions process.

Schools should keep records showing:

- Why the managed move was considered.
- The alternatives explored.
- Evidence that parental agreement was obtained.
- The support arrangements for the pupil.
- Monitoring and review arrangements

A period of off-site direction can be used before a managed move where it is intended to improve behaviour. During this period:

- The pupil stays on the roll of the home school.
- The pupil may be dual registered.
- The placement should be reviewed per statutory requirements.
- This can provide an opportunity for the receiving school to assess whether the placement is appropriate before a permanent transfer is agreed.

Off-site direction - The LSB may use their general powers to arrange for any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision intended to improve their behaviour.

Under the 2026 guidance, a Headteacher may direct a pupil off-site to another setting, such as:

- An alternative provision academy
- A pupil referral unit (PRU)
- Another school
- Another appropriate educational provider

Where this is intended to improve the pupil's behaviour. The pupil stays registered at their original school throughout the placement.

The LSB and the Headteacher will decide, in communication with the pupil and their parents, whether off-site direction is a suitable solution to manage a pupil's behaviour and avoid suspension or exclusion. Where all parties agree to this course of action, the school will work with the pupil and their parents to discuss and agree a plan for the off-site direction, including a proposed maximum period of time that the pupil will be at the alternative provision and any alternative options that will be considered once the time limit has been reached, e.g. managed moves.

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

The school will keep any off-site placements under review by holding review meetings at intervals considered appropriate by the LSB.

The LSB will ensure, where possible, that review meetings are convened at a time suitable for the pupil's parents, and will invite parents in writing to each review meeting no later than six days before that date.

Where parents request, in writing, that the LSB hold a review meeting, they will arrange review meetings in response, as soon as is reasonably practical, unless there has been a review meeting in the previous 10 weeks.

The LSB will decide at each review meeting whether the arrangement will continue and for what period of time; the meeting will also decide arrangements for further reviews.

Reviews will be recorded in writing, including any decisions made about the placement.

For all off site provision the Trust Board via assurances from the LSB will ensure that schools follow the relevant guidance including all safeguarding checks and visits set out in the statutory guidance [Arranging Alternative Provision - guide for LAs and schools](#).

11. Duty to inform parents.

Following the Headteacher's decision to suspend or exclude a pupil, they will immediately inform the parents, or the excluded pupil if they are 18 or older, in person or by telephone, supported by email communication, of the period of the suspension, or permanency of the exclusion, and the reasons behind this.

The Trust expects that this should be:

- Without delay.
- Normally in writing.
- In a format that is accessible and understandable to parents.
- Followed up promptly if an initial telephone call is made.

The communication must contain the following information:

- The fact that their child has been suspended or permanently excluded.
- The reason(s) for the suspension or permanent exclusion.
- The period of a suspension, including the start and end dates.
- The arrangements for the pupil's education during the first five school days.
- Any alternative provision arrangements from the sixth school day (where applicable).
- Their right to make representations to the LSB.
- How those representations can be made.
- Any circumstances in which the LSB must consider reinstatement of the pupil.
- Where the pupil is of compulsory school age, the Headteacher will inform the parents by the end of the afternoon session that for the first five days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this

is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents may receive a penalty fine if they fail to do so.

Although not statutorily required, it is good practice for schools to support parents through this process by providing such information as:

- A named contact in school.
- Sources of independent advice and support.
- Information about reintegration arrangements following a suspension.
- Information about SEND support where relevant.

Where applicable, the school will also take reasonable steps to notify the pupil's social worker, SEND Caseworker and/or Virtual School Head.

Other requirements for permanent exclusions - Where a pupil is permanently excluded, parents must also be informed of:

- Their right to request an Independent Review Panel (IRP).
- The timescale for requesting a review.
- Their right to request that a SEND expert attend the IRP, regardless of whether the child has identified SEND.
- Contact details for obtaining independent advice.

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

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

Where the Headteacher is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a later written notice without further delay, and within 48 hours of the pupil beginning the provision.

If the alternative provision is due to begin before the sixth day of the suspension or exclusion, the Headteacher can give less than 48 hours of notice, with parental consent.

If the Headteacher has decided to suspend the pupil for a further fixed period following their original suspension, or to permanently exclude them, they will notify the parents without delay and issue a new suspension or exclusion notice to parents.

12. Duty to inform the Local Schools Board and LA

The Headteacher will inform the LSB, without delay, of the following:

- Any permanent exclusions (including where a suspension is followed by a decision to permanently exclude the pupil).

- Any suspensions or exclusions which would result in the pupil being absent from an examination or national curriculum test.
- Any safeguarding separation and the reason for the application of this as a sanction.

For any suspensions and exclusions, other than those above, the Headteacher will notify the LSB through their termly Headteachers Report.

The Headteacher will inform the LA of all suspensions or exclusions, regardless of their length, without delay. All notifications to the LSB and LA will include the reasons for suspension or exclusion and the duration of any suspension.

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

13. Duty to inform social workers and the virtual school head (VSH)

When a pupil has been suspended or excluded, the Headteacher will take reasonable steps to notify the pupil's social worker, if they have one, and the VSH, if they are a looked-after child.

This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.

Where a pupil has a social worker, the Trust expects the school will take reasonable steps to let them know of any suspension or permanent exclusion and any later LSB review meeting.

The social worker must be allowed to attend and make representations as participants, not decision makers.

The social worker may:

- Attend the meeting in person or remotely where appropriate.
- Provide written representations.
- Speak during the meeting.
- Advocate for the child's best interests and safeguarding needs

For looked-after and previously looked-after children, the Virtual School Head will also be notified and given the opportunity to attend and make representations.

The VSH may:

- Submit written views.
- Attend and take part in discussions.
- Provide information about the child's educational needs, stability and support arrangements.

Neither the social worker nor the Virtual School Head shall be involved in the final decision-making process, which remains the responsibility of the LSB or its delegated committee.

14. Arranging education for suspended and excluded pupils.

The Trust Board will seek assurance from schools and LSBs that:

- Work is routinely provided from day one of a suspension.
- Alternative provision is in place by day six where required.
- Attendance and engagement at alternative provision are monitored.
- Pupils with SEND and vulnerable pupils continue to receive proper support whilst suspended.

For the first five school days of a suspension or permanent exclusion, the school will take reasonable steps to provide and mark work for the pupil.

The school will arrange suitable full-time education from the sixth consecutive school day of a suspension per statutory requirements.

In cases of permanent exclusion, the local authority will arrange suitable full-time education from the sixth school day.

As per paragraph 8, any alternative provision will take account of the pupil's age, ability, aptitude and any SEND needs.

Where a pupil receives consecutive suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension.

Full-time education will not be arranged for any pupil who is currently in their final year of compulsory education, and who does not have any further public examinations to sit.

If a pupil with SEND has been suspended or excluded, the LSB will ensure that any alternative provision is arranged in consultation with the pupil's parents, who are able to request preferences.

When identifying alternative provision, any EHC plan is reviewed or the pupil's needs are reassessed, in consultation with the pupil's parents.

15. Considering suspensions and exclusions

The LSB will consider any representations made by parents regarding suspensions and exclusions.

Parents and, where requested, a friend or representative, the Headteacher, and a member of the LA will be invited to attend any consideration of suspensions and exclusions and will be able to make representations.

Parents have the right to attend LSB meetings considering a suspension or permanent exclusion and may be accompanied or represented by someone of their choice. The clerk's invitation letter should advise parents of their right to be accompanied or represented.

A parent may bring:

- A friend.
- A family member.

- An advocate.
- A solicitor or legal representative.
- Another supporter acting on their behalf.

The LSB review or review panel should allow the representative to attend the meeting, present the parent's case, ask questions and make representations on behalf of the parent.

For permanent exclusions, where a parent requests an Independent Review Panel, they may also be represented or accompanied by a person of their choice, including a legal representative.

Any meeting to consider reinstatement of a pupil will be arranged at a date and time convenient for all parties, and in compliance with any statutory time limits.

Parents, and excluded pupils if they are over 18, will also be able to ask that the meeting is held remotely in appropriate circumstances. Parents and their representatives may take part remotely where the statutory conditions are met.

Where it is appropriate to the pupil's age and level of understanding, the pupil will also attend any consideration meeting and will be enabled to make a representation on their own behalf if they wish to do so.

The LSB will consider the reinstatement of a suspended or excluded pupil, where:

- The exclusion is permanent.
- The suspension is fixed period and would bring the pupil's total number of suspended school days to more than 15 in any given term.
- The suspension or exclusion would result in the pupil missing a public examination.

Where a pupil has been suspended for more than 5 but fewer than 16 school days in total within a term (including cases where the total exceeds 15 days by less than a full day, for example 15.5 days), the LSB must consider any representations made by the parents. The LSB will do so within 50 school days of receiving notice of the suspension.

In the absence of any representations from parents, the LSB will consider the reinstatement on their own.

Where a suspension will take a pupil's total number of school days out of school above five but less than 15 for the term, and parents have not requested a board meeting, the LSB will not be required to consider the pupil's reinstatement but it will have the power to do so if it deems it appropriate.

Where a suspension will not bring a pupil's total number of days of suspension or permanent exclusion to more than five days in a term, the LSB will consider all representations made by parents; however, the board cannot direct the reinstatement of the pupil and it is not required to arrange a meeting with parents.

Where suspension or exclusion would result in a pupil missing a public examination, the LSB will consider the suspension or exclusion before the test to decide whether the pupil should be reinstated in time to take the examination.

If it is not practical for enough LSB members to consider the decision before the examination, a smaller sub-committee will consider the suspension or exclusion and decide whether to reinstate the pupil.

The LSB will also consider whether it would be appropriate to allow the suspended or excluded pupil to enter the premises to take the examination.

When considering the reinstatement of a pupil, the LSB will:

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

16. Reaching a decision

After considering suspensions and exclusions, the LSB will either:

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

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

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

To reach a decision, the LSB will:

- Identify the steps they intend to take to ensure that all parties involved will have the opportunity to take part and present their views.
- Ensure that minutes are taken of the meeting as a record of the evidence that was considered.
- Ask all parties to withdraw from the meeting before concluding their decision.

- Consider whether the suspension or exclusion of the pupil was lawful, proportionate and fair, considering the Headteacher's legal duties and any evidence that was presented to the LSB in relation to the decision.
- Record the outcome of the decision on the pupil's educational records, along with copies, which will be kept for at least six months.
- Make a note of their findings, where they have considered a suspension or exclusion but cannot reinstate the pupil.

17. Notification of considered suspensions and exclusions

Following consideration of a suspension or permanent exclusion, the LSB will notify the parent, Headteacher and local authority of its decision without delay.

The notification will set out the decision reached, the reasons for that decision and, where applicable (that is only in the case of a permanent exclusion), the parent's right to request an Independent Review Panel and the right to request the appointment of a SEND expert.

The Clerk will ensure that all notifications are issued per statutory guidance.

In the case of exclusion, where the LSB decides not to reinstate the pupil, they will notify the parents:

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

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

After any conclusion, the LSB will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

18. Removing excluded pupils from the school register

Following a permanent exclusion, the pupil's name will not be removed from the school register until it is legally appropriate. That is that the LSB has met its statutory obligations and discharged statutory responsibilities. And, where applicable, the period for requesting an Independent Review Panel (IRP) has expired without a request being made per statutory guidance.

Pupils who are suspended will remain on the school roll throughout the suspension period.

The Trust expects that no CIT school will remove a pupil from roll unlawfully or use alternative arrangements to circumvent the statutory exclusion process.

A pupil who is suspended stays on the school roll and must not be removed from the admission register because of the suspension.

Following a decision to permanently exclude a pupil, the Headteacher will notify the Local Authority without delay, providing the pupil's details, the reason for the exclusion and the date on which the exclusion takes effect. The school will cooperate with the Local Authority to ensure that suitable full-time education is arranged from the sixth school day following the exclusion. The LSB will also notify the Local Authority of the outcome of its consideration of the permanent exclusion.

The LSB will ensure that the school provides any additional information requested by the local authority to support alternative provision placement, SEND planning, safeguarding arrangements and transition support for the pupil.

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

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

Education Off-Site

Code B – Attending any other approved educational activity.

Use when the pupil is receiving supervised educational activity away from the school site, for example:

- Alternative provision arranged by the school
- Off-site direction placement
- Other approved educational activities supervised by an authorised provider.

Important: If the pupil does not attend the off-site provision, the school should not continue to record B. The school should record the proper absence code based on the reason for the absence.

Dual Registration

Code D – Dual registered at another school.

Use when the pupil is registered at two schools and is expected to attend the other school for that session.

For example:

- Main school records D
- Host school records the actual attendance mark (/ , , N, O, etc.)
- The D code is used by the school where the pupil is not expected to attend that session.

Alternative Provision Arranged by the Local Authority

Code K – Attending education provision arranged by the local authority.

Use when the pupil is attending educational provision arranged by the local authority rather than the school.

Absent and Not Attending Alternative Provision

If a pupil is expected to attend AP/off-site provision but does not attend, do not use B.

Record the actual reason for absence, for example:

I – Illness

M – Medical appointment

O – Absent in other or unknown circumstances

U – Late after registers close

N – Reason not yet established

The school should receive attendance information from the AP provider and amend the register accordingly.

19.1. Independent Review Panel Process

Parents have the right to request an Independent Review Panel (IRP) if the LSB upholds a decision to permanently exclude a pupil. An IRP is not an appeal; it reviews whether the LSB's decision was lawful, reasonable and procedurally fair.

Parents may request an Independent Review Panel within 15 school days of receiving notice of the LSB's decision and within 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010. Any application made outside of the above time limit will not be reviewed.

Parents can request an independent panel review even if they did not make a case to, or attend, the LSB's first consideration of the exclusion.

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

Parents have the right to request the appointment of a SEND expert to advise the panel see para 19.

The Trust will ensure that all Independent Review Panels are conducted per the DfE's *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (2026).

Attendance at the IRP can include:

- Parent(s).
- The pupil (where appropriate).
- Parent's representative.
- Headteacher.
- Representative of the LSB.
- Clerk.
- SEND expert (if requested).
- Social worker (where applicable).
- Virtual School Head (for looked-after or previously looked-after children).
- Panel members – see below.

Meetings may take place remotely where the statutory requirements for remote access are met.

14.1. Instructing the IRP Panel

The Trust will constitute an independent review panel of three or five members that represent the following categories:

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

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

19.3.1. Appointing a SEND expert

If requested by parents in their application for an independent review panel, the Trust will appoint a SEND expert to attend the panel and covers the associated costs of this appointment.

Parents have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their child has SEND.

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

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

The SEND expert will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND.

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

Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, the Trust, they will not have had any previous involvement in the assessment or support of SEND for the excluded pupil, or siblings of the excluded pupil.

The Trust will ask that prospective SEND experts declare any conflict of interest at the earliest opportunity.

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

Where possible, this will include offering parents a choice of SEND expert.

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

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

19.3.2. The role of the SEND expert

The SEND expert:

- Gives impartial advice on SEND matters.
- May comment on how SEND may be relevant to the exclusion decision.
- Does not make the decision.
- Is available whether the child has an identified SEND need or EHCP or not.

The SEND expert's role is like an expert witness, providing (orally and/or written) impartial advice to the panel on how SEND might be relevant to the exclusion.

The SEND expert will base their advice on the evidence provided to the panel.

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

Where the school does not recognise that a pupil has SEND, the SEND expert will advise the panel on whether they believe the school acted in a legal, reasonable and procedurally

fair way with respect to the identification of any SEND that the pupil may potentially have, and any contribution that this could have made to the circumstances of the pupil's exclusion.

It is not within this role to pass judgement or criticise a school's policies or actions simply because they believe a different approach should have been followed or because another school might have taken a different approach.

19.4.1 Appointing a clerk.

The Trust will decide whether to appoint a clerk to the independent review panel, or to make alternative arrangements to administer the panel. Where a clerk is appointed, the Trust will ensure that the clerk did not serve as clerk to the LSB when the decision was made not to reinstate the pupil.

19.4.2. The role of the clerk

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

The clerk will:

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

Where a clerk is not appointed, the Trust will undertake the functions outlined above.

19.5. The duties of the independent review panel

The role of the panel is to review the LSB's decision not to reinstate an excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.

The panel will apply the civil standard of proof, rather than the criminal standard of 'beyond reasonable doubt'.

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

- Uphold the decision.
- Recommend that the LSB reconsiders reinstatement.
- Quash the decision and direct that the LSB reconsiders reinstatement

The panel's decision does not have to be unanimous and can be decided by a majority vote.

It is binding on the pupil, parents, LSB, Headteacher and LA.

19.6 Conducting Local Schools Board meetings or independent review panels via remote access

Parents, or excluded pupils if they are 18 or older, will be made aware that they are able to ask that LSB meetings or independent review panels are held via remote access, however this is not the default option. This may be considered as a reasonable adjustment to ensure fair access for disability.

The preference of parents about attendance in person or remotely will be considered wherever reasonably practical.

Any Review Panel and Independent Review Panel may conduct meetings remotely where this is lawful, fair and in the best interests of the participants. Any remote meeting will ensure that all parties can take part fully, present evidence, make representations and ask questions. The Clerk and Chair will ensure that arrangements are in place to maintain confidentiality, procedural fairness and compliance with the DfE's Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2026).

The 2026 guidance stresses that remote meetings must not disadvantage any participant. If holding the meeting remotely would prevent fair participation, an in-person meeting should be arranged instead.

Examples where remote access may be appropriate include:

- Parent illness.
- Geographical distance.
- Attendance by social workers or Virtual School Heads from another location.
- A participant needing reasonable adjustments.
- Situations where a hybrid meeting would improve participation.

Before agreeing to a remote meeting, the chair and clerk should ensure:

- The technology is reliable and secure.
- Confidentiality can be kept.
- Papers and evidence have been shared in advance.
- All participants can hear and be heard.

- All participants can see and be seen where appropriate.
- Everyone has a fair opportunity to present their views and ask questions.

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

20 Reconsidering reinstatement following a review.

Where an Independent Review Panel recommends reconsideration of, or quashes and directs reconsideration of, a permanent exclusion decision, the LSB will reconvene and reconsider the exclusion considering the panel's findings.

Where the independent review panel instructs the LSB to reconsider their decision not to reinstate a pupil, they will do so within 10 school days of being given notice of the review panel's decision.

The LSB will consider all relevant evidence, the reasons given by the Independent Review Panel and any identified procedural issues before deciding whether the pupil should be reinstated. The LSB will notify the parent, Headteacher and Local Authority of its decision and the reasons for it without delay.

Where an IRP has quashed the original decision because it found flaws in the decision-making process, the LSB must demonstrate that it has carefully considered and addressed those issues.

After reconsideration, the LSB may:

Reinstate the pupil, or

Decide not to reinstate the pupil and uphold the permanent exclusion.

Where the independent review panel recommends that the LSB should reconsider their decision not to reinstate a pupil, they will do so within 10 school days of being given notice of the review panel's decision.

The Trust recognises that where an IRP has directed reconsideration and the LSB then decides not to reinstate the pupil, a financial adjustment/payment may be imposed per the statutory arrangements.

If, following reconsideration, the LSB offers to reinstate the pupil, but the parents decline, no financial adjustment will be made.

Following reconsideration, the LSB will notify the parents, Headteacher and LA of their reconsidered decision and the reasons for this.

21 Criminal investigations

The Headteacher will not postpone taking a decision to suspend or exclude a pupil due to a police investigation being underway, or any criminal proceedings that are in place. Consideration will be given by the Headteacher when deciding to suspend or exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

If the LSB must consider the Headteacher's decision in these circumstances, they will not postpone the meeting and will decide based on the evidence available.

22 Training requirements

The Trust will ensure that members of the LSB, Trustee Exclusion Panel, Independent Review Panel and Clerks involved in suspension and permanent exclusion proceedings will receive appropriate induction and ongoing training to enable them to fulfil their statutory responsibilities.

Those considering suspensions and permanent exclusions should have sufficient knowledge and understanding of:

- The DfE Suspension and Permanent Exclusion Guidance.
- The school's Behaviour Policy.
- Equality Act 2010 duties.
- SEND responsibilities.
- Human Rights Act considerations.
- Safeguarding requirements.
- Procedural fairness and natural justice.
- The powers and duties of the governing board.

Training should include exclusion legislation and guidance, Equality Act duties, SEND, safeguarding, procedural fairness and the conduct of exclusion review meetings. The Trust will keep records of such training and ensure panel members have the knowledge and skills necessary to undertake their role effectively.

The 2026 guidance expects academy trusts and local authorities to ensure that IRP members are appropriately trained and understand:

- Their statutory role.
- The limits of their powers.
- The standard of review they must apply.
- Exclusion law and guidance.
- Equality and SEND considerations.
- Hearing procedures.

23 Using data

The Headteacher will ensure that all data about suspensions and exclusions is collected and provided to the Trust and LSB on a termly basis via the Headteacher's Report framework.

The LSB and Trust will review this data regularly to:

- Consider the level of pupil moves and the characteristics of pupils who are moving on any permanent exclusions to ensure that this is only being used as a last resort.
- Gather information on pupils who are taken off the roll and those who are on the roll but attending education off-site.

- Determine whether there are any patterns of suspensions and exclusions across the trust.
- Consider the effectiveness and consistency in implementing the Behaviour Policy. •
- Understand any variations in the rolling average of permanent exclusions to ensure they are only used when necessary.
- Understand the characteristics of suspended and excluded pupils and evaluate equality considerations.
- Gather information on where pupils are receiving repeat suspensions.
- Evaluate interventions in place to support pupils at risk of suspension and exclusion, including where there are patterns which may show that certain policies and support measures are or are not working.
- Analysing whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives.

26. Monitoring and review Version:

This policy will be reviewed annually by the Executive leadership team at the trust in conjunction with the Trust board.

The next scheduled review date for this policy is September 2027.

All members of staff will be required to familiarise themselves with this policy as part of their induction programme.