



The Island Learning Trust

SUSPENSION and PERMANENT EXCLUSION POLICY

Aim:

This policy outlines the management and administration of exclusions across schools within The Island Learning Trust. We are committed to adhering to all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

The policy has been developed with the ethos and values of The Island Learning Trust at its core, particularly our commitment to nurture and aspiration.

The Island Learning Trust aims to:

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

General Principles

At The Island Learning Trust (TILT), we believe everyone has the right to feel safe, happy, and respected. Our schools are committed to providing a secure, inclusive environment where high standards of behaviour support learning and wellbeing for all. We value strong relationships with parents, carers, and the wider community, and recognise that clear expectations and shared responsibilities are essential for maintaining positive behaviour.

Behaviour that does not meet the standards set out in the School Behaviour Policy may result in exclusion, including incidents that occur outside of school. Exclusion is always a last resort, used only in response to serious or persistent breaches, or when a pupil's continued presence would seriously impact the education or welfare of others.

Only the Headteacher has the authority to suspend or permanently exclude a pupil.

Off-rolling

The Island Learning Trust recognises that off-rolling is unlawful. We will never ask or pressure a pupil to leave school, or prevent them from attending, except through the formal suspension or permanent exclusion process. Any decision for a pupil to leave school on disciplinary grounds will always follow the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the latest Department for Education (DfE) guidance: *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)*.

All suspensions are made solely on disciplinary grounds and will never occur:

- Without following statutory procedures or formally recording the event (for example, sending a pupil home to 'cool off' without a formal suspension is not permitted, even with parental agreement)
- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because a pupil has not met a specific condition, such as attending a reintegration meeting
- By placing undue pressure on parents to remove their child from school

If a pupil is suspended for any period, including part of a day, the formal suspension process must be followed, and the event must be formally recorded. Any exclusion, even for a short period, must be documented in line with statutory requirements.

Any action that results in a pupil being removed from school outside of these formal processes will be considered as 'off-rolling' and is not permitted within The Island Learning Trust.

Legislation and Statutory Guidance

This policy is based on the latest statutory guidance from the Department for Education: *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)*.

It reflects the following key legislation:

- Section 51A of the Education Act 2002 (as amended by the Education Act 2011)
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Part 7, Chapter 2 of the Education and Inspections Act 2006 (parental responsibility for excluded pupils)
- Section 579 of the Education Act 1996 (definition of 'school day')

- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended in 2014
- The Equality Act 2010
- Children and Families Act 2014
- The School Inspection Handbook (definition of 'off-rolling')

The Island Learning Trust and its schools have a statutory duty to safeguard and promote the welfare of all pupils. This includes having regard to guidance from the Secretary of State for Education, including *Keeping Children Safe in Education (September 2024)*.

Headteachers must determine measures to:

- Promote self-discipline and respect for authority
- Encourage good behaviour and respect for others, including preventing all forms of bullying

Under the Equality Act 2010, schools must not discriminate, harass, or victimise pupils based on sex, race, disability, religion or belief, sexual orientation, pregnancy/maternity, or gender reassignment. For disabled pupils, schools must make reasonable adjustments and provide necessary support. The public sector equality duty also requires schools to:

- Eliminate discrimination, harassment, and victimisation
- Advance equality of opportunity
- Foster good relations between those who share a protected characteristic and those who do not

These duties must be considered when making decisions about exclusion, ensuring that no pupil is unfairly disadvantaged. For example, failing to make reasonable adjustments for a pupil with a disability could make an exclusion discriminatory.

The trust board is responsible for ensuring statutory duties are met for pupils with special educational needs (SEN), including using 'best endeavours' to provide appropriate support and having regard to the SEND Code of Practice.

Roles and Responsibilities

The Head of School

Deciding whether to suspend or exclude

Only the head of school, or acting head of school, can suspend or permanently exclude a pupil from school on disciplinary grounds. This decision can be made for behaviour inside or outside of school and must be:

- Lawful (in line with legislation on suspensions and exclusions and the school's wider legal duties)

- Reasonable, fair, and proportionate

When establishing the facts, the head of school must use the civil standard of proof—‘on the balance of probabilities’ - meaning it is more likely than not that an incident occurred.

Setting a clear process for exclusions

The head of school must ensure:

- The maximum 45 days of suspension in a school year (including suspensions from other schools) is monitored using Arbor, and reported to the CEO and the central trust board
- The formal process for informing parents, social workers, Virtual School Head (where relevant), the central trust board, and the local authority is followed, using template letters and required forms, clearly stating all reasons for the exclusion
- Parents receive up-to-date links to impartial advice in all communications
- Pupils are supported with reintegration following the end or cancellation of a suspension or exclusion
- Suitable full-time alternative education is arranged promptly for suspensions over five school days

Reasons and recording exclusions

The head of school will use professional judgement, considering individual circumstances.

Reasons for exclusion may include:

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour
- Use or threat of use of a prohibited item or weapon
- Bullying, including racist, homophobic, or disability-related abuse

Permanent exclusion will only be used as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the trust’s Nurturing Relationships and Behaviour Policy
- To signal that certain behaviour is unacceptable
- To show a pupil that their behaviour is putting them at risk of permanent exclusion

If suspensions become frequent, the head of school will review whether they are effective and consider additional strategies.

A decision to exclude will only be made:

- In response to serious or persistent breaches of the Nurturing Relationships and Behaviour Policy, and

- If allowing the pupil to remain would seriously harm the education or welfare of others

Before deciding to suspend or exclude, the head of school will:

- Consider all relevant facts and evidence, including whether the incident was provoked
- Allow the pupil to give their version of events, with support if needed
- Consider whether the pupil has special educational needs (SEN) or is especially vulnerable (e.g., has a social worker or is a looked-after child)
- Explore all alternative solutions, such as detentions, restorative approaches, off-site direction, or managed moves

The pupil's views will be taken into account, considering their age and understanding. Pupils needing support to express their views may do so through an advocate, such as a parent or social worker. The head of school will not make a decision until the pupil has been heard and will explain how their views were considered.

Alternatives to Exclusion

The trust is committed to using exclusion only as a last resort. Initial interventions and alternatives may include:

- Early Help processes, working with external agencies and parents/carers
- Restorative justice approaches
- Use of an 'alternatives to suspension and exclusion' checklist and support from the Local Authority Pupil Referral Unit outreach
- Regulation and reflection spaces, in line with the Behaviour Policy
- Other in-school sanctions
- Access to external agencies, such as Educational Psychologists and SEND services
- Managed moves (in line with local protocols, e.g., Kent County Council)
- For pupils with SEN, disabilities, or EHC plans, additional support or alternative placements will be considered in partnership with relevant professionals

Off-site Direction

If interventions are unsuccessful, off-site direction may be used for a time-limited placement at alternative provision or another mainstream school. During this period, attendance is recorded using code D. The length and reintegration plan must be reviewed by the central trust board, which will invite parents (and the local authority, if the pupil has an EHC plan) to review meetings, ensuring these are scheduled at suitable times.

Managed Moves

A managed move is a voluntary, planned transfer of a pupil to another mainstream school, agreed by all parties - including parents and the admission authority of the new school. Managed moves are only considered when they are in the pupil's best interests and should be part of a wider intervention strategy, supported by an effective integration plan. This process must include information sharing (such as attainment data, risk assessments, and strategies for support) to ensure a smooth transition.

Suspension (Fixed-Term Exclusion)

A suspension may be used to signal that certain behaviour is unacceptable, in line with the school's Nurturing Relationship and Behaviour Policy. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. Suspensions cannot be for an unspecified period.

If suspensions become frequent, the head of school should review their effectiveness and consider additional strategies to address behaviour. Work must be set and marked for pupils during the first five school days of a suspension.

Suspensions can also be for part of the school day (e.g., lunchtime suspensions, which count as half a day). All legal requirements, including notifying parents, apply in these cases.

The law does not allow for extending or 'converting' a suspension to a permanent exclusion. However, if further evidence comes to light, a new suspension or a permanent exclusion may be issued after the initial suspension ends, following the same process and ensuring the pupil and parents have the opportunity to respond.

During any suspension, the school's duties to pupils with disabilities or special educational needs remain in force, including making reasonable adjustments as needed.

Permanent Exclusions

A permanent exclusion means a pupil is no longer allowed to attend the school, unless reinstated. This decision is only made:

- In response to a serious breach or persistent breaches of the Nurturing Relationship and Behaviour Policy; and
- Where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

Permanent exclusions are used only as a last resort, after a range of other strategies have been tried. In exceptional circumstances, a permanent exclusion may be considered for a first or one-off incident, such as extremely serious peer-on-peer abuse.

For pupils with an Education, Health and Care Plan (EHCP), the school should contact the local authority at an early stage and consider an early annual review before making a decision. For pupils with SEN but no EHCP, external specialists should review current support and consider whether further assessment or support is needed. All relevant communication and actions must be recorded on Arbor.

Permanent exclusion of a pupil with an EHCP or a looked-after pupil should be avoided wherever possible. Before making such a decision, the head of school must consult with the appropriate local authority officer to explore suitable alternatives. All looked-after pupils have a Personal Education Plan (PEP), which should be reviewed each term, and any concerns about behaviour must be recorded on Arbor.

If a pupil is permanently excluded, the head of school must inform the local authority immediately. If the pupil lives outside the local authority area, the pupil's 'home authority' must also be notified without delay.

Informing Parents

If a pupil is at risk of suspension or exclusion, the head of school will inform parents as early as possible - ideally in person or by telephone - to discuss any factors affecting the pupil's behaviour and to work together on further support.

If the head of school decides to suspend or exclude a pupil, parents will be informed without delay of:

- The reason(s) for the suspension or exclusion (as recorded on the KPAS Digital Front Door form)
- The length of the suspension, or that the exclusion is permanent
- Their right to make representations to the central trust board and how the pupil may be involved
- How to make representations
- If a meeting to consider reinstatement is required, that parents have the right to attend, be represented (at their own expense), and bring a friend
- The right to request that meetings be held remotely, and how to make this request

If the pupil is of compulsory school age, parents will also be notified - by the end of the afternoon session on the first day of suspension or exclusion - that:

- For the first five school days (or until alternative provision begins or the suspension ends), parents are legally required to ensure their child is not in a public place during school hours without good reason. The specific days this applies will be stated.
- Failure to comply may result in a fixed penalty notice or prosecution.

If alternative provision is arranged, parents will be informed (where possible) of:

- The start date for full-time education
- The start and finish times for each session
- The address of the provision
- Who the pupil should report to on the first day

Written notification can be delivered directly, left at the home address, sent by recorded delivery, or sent electronically if parents have agreed in writing to receive notices this way. The head of school will also direct parents to relevant sources of free and impartial information.

If all details about alternative provision are not available by the end of the first day, the information will be provided as soon as possible and no later than 48 hours before the provision starts. If provision is to begin before the sixth day, the school may provide details with less than 48 hours' notice, with parental consent.

Informing the Trust Board

The head of school will, without delay, notify the trust board of:

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

The head of school will also provide the trust board with a termly summary of any other suspensions not previously reported, and the number and circumstances of any cancelled suspensions or exclusions.

Informing the Local Authority (LA)

The head of school will notify the local authority of all suspensions and permanent exclusions without delay, regardless of the length of the suspension. The notification will include:

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

If the pupil lives outside the local authority area in which the school is located, the head of school will also notify the pupil's 'home authority' without delay.

The head of school must also notify the local authority without delay of any cancelled exclusions, including the reason for the cancellation.

Informing the Chief Executive Officer (CEO)

The head of school will notify the CEO of all suspensions and permanent exclusions without delay, regardless of the length of the suspension. The notification will include:

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

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 head of school will inform the social worker as early as possible.
- If a pupil with a social worker is subject to a Child in Need Plan (CHIN) or Child Protection Plan (CP), the head of school will inform both the social worker and the school's Designated Safeguarding Lead (DSL) as early as possible.
- If a looked-after child (LAC) is at risk of suspension or exclusion, the head of school will inform the Virtual School Head (VSH) as early as possible.

This early notification is to ensure all parties can work together to understand any factors affecting the pupil's behaviour and to consider further support.

If the head of school decides to suspend or permanently exclude a pupil with a social worker or a looked-after child, they will inform the social worker and/or VSH, as appropriate, without delay, providing:

- The decision to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension, or confirmation that the exclusion is permanent
- If the suspension or exclusion will affect the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- If a suspension or exclusion is cancelled, and the reason for the cancellation

The social worker and/or VSH will be invited to any meeting of the trust board regarding the suspension or permanent exclusion. This allows them to provide advice on how the pupil's background or circumstances may have influenced the situation, and to ensure safeguarding needs and the pupil's welfare are fully considered.

Cancelling Suspensions and Permanent Exclusions

The head of school can cancel a suspension or permanent exclusion that has already begun (or one that has not yet started), provided the trust board has not yet met to consider reinstatement. If an exclusion is cancelled:

- The head of school must notify parents, the trust board, the CEO, the local authority, and the pupil's social worker and/or Virtual School Head (VSH), as applicable, without delay, including the reason for the cancellation.
- The trust board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting.
- Parents should be offered the opportunity to meet with the head of school to discuss the circumstances leading to the cancellation.

- The pupil must be allowed to return to school without delay.
- Any days already spent out of school due to the exclusion 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 will have been by the time the cancellation takes effect.

Providing Education During the First Five Days of a Suspension or Permanent Exclusion

During the first five days of a suspension, if the pupil is not attending alternative provision, the head of school will ensure that achievable and accessible work is set and marked. For pupils with special educational needs or disabilities, reasonable adjustments will be made as necessary.

If the pupil is looked after or has a social worker, the school will work with the local authority to arrange alternative provision from the first day following the suspension or permanent exclusion. Where this is not possible, the school will take reasonable steps to set and mark work, including using online pathways.

Arrangements for Education from the Sixth Day of Exclusion

For suspensions longer than five school days, the trust board must arrange suitable full-time education for any pupil of compulsory school age from the sixth school day. If a pupil receives consecutive suspensions that total more than five consecutive school days, education must be arranged from the sixth day, regardless of whether this results from one or multiple suspensions.

For permanent exclusions, the local authority must arrange suitable full-time education to begin from the sixth school day after the exclusion. If the school is in a different local authority area, the pupil's 'home authority' is responsible.

If a pupil has an Education, Health and Care Plan (EHCP), the local authority may review the plan or reassess the child's needs in consultation with parents, to identify a new placement if necessary.

The Trust Board

Considering Suspensions and Permanent Exclusions

Responsibilities regarding suspensions and permanent exclusions for each school are delegated to the trust board, which will form a panel of at least three members to consider these matters.

The trust board panel has a duty to consider parents' representations about a suspension or permanent exclusion, and to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances (see relevant sections of this policy).

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

For any suspension of more than five school days, the trust board will arrange suitable full-time education for the pupil, to begin no later than the sixth day of the suspension.

Monitoring and Analysing Suspensions and Exclusions Data

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

- How effectively and consistently the Nurturing Relationship and 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 ensure they are only used when necessary
- Timing and patterns of moves and permanent exclusions, to identify where policies or support may need improvement
- The characteristics of suspended and permanently excluded pupils, and the reasons for these actions
- Whether placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to ensure the education is effective and pupils are benefiting
- The cost implications of directing pupils off-site

The Local Authority (LA)

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

For pupils who are looked-after children (LAC) or have social workers, the local authority and the school will work together to arrange suitable full-time education to begin from the first day of exclusion.

Considering the Reinstatement of a Pupil

The trust board panel (all of whom have completed appropriate training within the last two years) has a duty to consider parents' representations about a suspension or permanent exclusion, and to decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice if:

- The exclusion is permanent
- The suspension would bring the pupil's total days out of school to more than 15 in a seasonal term

- The suspension or exclusion would result in the pupil missing a public exam or national curriculum test

If the suspension does not bring the total to more than five days in a term, the trust board panel must consider any representations made by parents but is not required to arrange a meeting or direct reinstatement.

If the suspension is for more than five but less than 15 days in a single term, and parents make representations, the trust board panel will consider and decide on reinstatement within 50 school days of receiving notice. If parents do not make representations, the board is not required to meet or direct reinstatement.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or national curriculum test, the trust board panel will, as far as reasonably practicable, consider and decide on reinstatement before the date of the exam or test. If this is not possible, the Chair (or Vice-Chair) of the trust board may consider the case and decide whether to reinstate the pupil.

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

- Parents (and, if requested, a representative or friend)
- The pupil, if appropriate to their age and understanding (and, if requested, a representative or friend)
- The head of school
- The pupil's social worker, if they have one
- The Virtual School Head (VSH), if the pupil is looked after
- A representative of the local authority (as an observer, unless the trust board consents to them making representations)

Meetings can be held remotely at the request of parents. The trust board will try to arrange meetings within statutory time limits and at a time suitable for all parties, but a decision is not invalid if made outside these limits.

The trust board panel can either:

- Decline to reinstate the pupil, or
- Direct reinstatement immediately or on a particular date (except where not permitted by regulations)

In reaching a decision, the trust board panel will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair

- Whether the head of school followed legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence presented

Decisions are made on the balance of probabilities (more likely than not). The clerk will be present when the decision is made and will take clear minutes, which will be available to all parties on request. The outcome will be recorded on the pupil's educational record, with copies of relevant papers.

If the pupil has already returned to school after a suspension, or parents do not want reinstatement, the trust board must still meet to consider whether the pupil should or would have been allowed back.

The trust board panel will notify, in writing and without delay:

- The parents
- The head of school
- The pupil's social worker, if applicable
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if different

If the exclusion is permanent and the trust board panel decides not to reinstate, the notification will also include:

- Confirmation that it is a permanent exclusion and sources of free and impartial information for parents
- Notice of parents' right to request an independent review panel (IRP)
- The deadline for applying for a review (15 school days from the date of written notice)
- The name and address for submitting a review application and evidence
- That applications should state the grounds for review, including any relevant special educational needs (SEN)
- That parents have the right to request the appointment of an SEN expert (at no cost)
- Details of the SEN expert's role
- That parents may appoint someone (at their own expense) to make representations, and may bring a friend
- Information about making a claim under the Equality Act 2010 if discrimination is alleged, and relevant deadlines

Independent Review Panel (IRP)

If parents apply for an independent review within the legal timeframe, The Island Learning Trust will, at its own expense, arrange for an independent panel to review the trust board's decision not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of the date parents are notified in writing of the trust board's decision not to reinstate, or within 15 school days of the final determination of a discrimination claim under the Equality Act 2010 regarding the exclusion. Applications made outside this timeframe will be rejected.

The Trust must not delay or postpone arranging an IRP if parents also make a discrimination claim to the First-tier Tribunal (Special Educational Needs and Disability) or the County Court.

Parents may request an IRP even if they did not make representations to, or attend, the trust board meeting. The Trust will arrange a private venue for the review, unless the local authority directs otherwise. The IRP can be held remotely at the request of parents.

A panel of three or five members (all of whom have completed appropriate training within the last two years) will be constituted, including:

- A lay member to chair the panel, who has not worked in any school in a paid capacity (excluding school governors or volunteers)
- Current or former school governors who have served for at least 12 consecutive months in the last five years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last five years

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

- Are a Trustee of The Island Learning Trust
- Are the head of school of the excluding school, or have held this position in the last five years
- Are an employee of the Trust or the excluding school (unless employed as a head of school at another school)
- Have, or have had, any connection with the Trust, the school, the trust board, the parents, the pupil, or the incident leading to the exclusion that might reasonably raise doubts about their impartiality (except being a head of school at another school)
- Have not completed the required training within the last two years

Panel members' travel expenses will be paid in line with the Trust's expenses policy, and members are indemnified against legal costs through the Risk Protection Arrangement (RPA). Care will be taken to avoid bias or the appearance of bias, and all prospective panel members must declare any conflict of interest.

The panel must consider the interests and circumstances of the pupil, including the circumstances of the exclusion, and have regard to the interests of other pupils and staff. The pupil and their parents will be made aware of their right to attend and participate in the review, and the pupil should be enabled to make representations if they wish.

Where present, the panel must seek and have regard to:

- The SEN expert's view of how SEN may be relevant to the exclusion
- Any representation from the social worker about the pupil's experiences, needs, safeguarding risks, or welfare
- Any representation from the VSH about the child's background, education, and safeguarding needs

Following its review, the panel will decide to:

- Uphold the trust board's decision
- Recommend that the trust board reconsiders reinstatement
- Quash the trust board's decision and direct that they reconsider reinstatement (only if the decision was flawed)

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

In deciding whether the decision was flawed, the panel will only consider evidence available to the trust board at the time of its decision, or evidence that should reasonably have been available. If new evidence is presented that the panel considers the trust board could not reasonably have been aware of, it may be considered when deciding whether to recommend reconsideration.

The panel's decision is by majority vote, with the chair having the casting vote in the event of a tie.

Once a decision is reached, the panel will notify all parties in writing without delay, including:

- The panel's decision and reasons
- Where relevant, details of any financial adjustment or payment if the trust board does not offer reinstatement within 10 school days
- Any information the panel directs to be placed on the pupil's educational record

School Registers

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

15 school days have passed since parents were notified of the trust board's decision not to reinstate the pupil and no application has been made for an Independent Review Panel (IRP), or

The parents have stated in writing that they will not be applying for an IRP.

If an application for an IRP is made within 15 school days, the school must wait until the review has been determined or abandoned, and until the trust board has completed any reconsideration directed or recommended by the panel, before removing the pupil's name from the register.

While the pupil's name remains on the school's admission register, their attendance will be recorded appropriately. Where alternative provision has been arranged and attended, 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.

The school cannot backdate the deletion of the pupil's name to the date the exclusion began.

Once the pupil's name has been deleted from the admission register and the pupil has been registered at a new school, the common transfer file should be sent within 15 school days of the pupil ceasing to be registered.

If appropriate, the Designated Safeguarding Lead (DSL) should ensure any child protection file is transferred separately from the main pupil file to the new school as soon as possible—within five days for an in-year transfer or within the first five days of the new term. A confirmation receipt should be obtained.

Making a Return to the Local Authority (LA)

When a pupil's name is to be removed from the school admissions register due to a permanent exclusion, the school will make a return to the local authority. This return will include:

- The pupil's full name and address
- The full name and address of any parent with whom the pupil normally resides
- At least one telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds for removal from the admissions register (i.e., permanent exclusion)
- Details of the new school the pupil will attend, including the name of the school and the first date the pupil attended or is due to attend, if known
- Details of the pupil's new address, including the name of the parent(s) the pupil will live with and the date the pupil will start living there, if known

This return must be made as soon as the grounds for removal are met, and no later than the actual removal of the pupil's name from the register.

Reintegration Strategy

Following a suspension, cancelled suspension, exclusion, or period of off-site direction, the school will implement a clearly communicated strategy to support the pupil's successful reintegration into school life and full-time education.

The reintegration strategy will:

- Support the pupil with a fresh start
- Help them understand the impact of their behaviour on themselves and others
- Teach them how to meet the high expectations of behaviour in line with the school's culture
- Foster a renewed sense of belonging within the school community
- Build engagement with learning

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

Measures that may be included as part of the reintegration strategy:

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

Part-time timetables will not be used as a behaviour management tool. If used, they will be for the minimum time necessary, with formal arrangements for regular review with the pupil and parents. Any part-time timetable will be treated as an authorised leave of absence.

The reintegration strategy will be regularly reviewed and adapted as needed, in collaboration with the pupil, parents, and other relevant parties.

Reintegration Meetings

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on their return to school. During this meeting, the school will communicate to the pupil that they are getting a fresh start and 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. If parents cannot or do not attend, the meeting can proceed without them. While the school expects all returning pupils and their parents to attend, pupils who do not attend will not be prevented from returning to the classroom.

Remote Access to Meetings

Parents can request that a trust board meeting or independent review panel be held remotely. If parents do not express a preference, the meeting will be held in person.

In extraordinary or unforeseen circumstances where it is not reasonably practicable to hold the meeting in person, the meeting will be held remotely.

Remote meetings are subject to the same procedural requirements as in-person meetings. Before agreeing to a remote meeting, the trust board and The Island Learning Trust will ensure:

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

Social workers and the Virtual School Head (VSH) always have the option of joining remotely, whether the meeting is in person or remote, provided they can meet the conditions for remote access.

If technical issues arise that cannot be reasonably resolved and:

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

the meeting will be rearranged to take place in person without delay.

Monitoring Arrangements

The school and The Island Learning Trust will collect data on:

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

This data will be analysed each term by the Head of School, the Designated Safeguarding Lead (DSL), and the Director of Safeguarding. They will report their findings directly to the trust board.

The school will use the results of this analysis to ensure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified, the school will review its policies to address them.

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

This policy will be reviewed every two years.

Advice

Parents/carers can obtain advice after an exclusion from the Exclusion Intervention Advisers (EIAs) from the Kent PRU and Attendance Service (KPAS); details are available from the school or www.kent.gov.uk/education.

Policy Reviewed:	September 2025
Next Review:	September 2027