



**The Island
Learning Trust**

SUSPENSION & PERMANENT EXCLUSION POLICY

Approved by:	Education & Standards Committee	Date: 06.07.26
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1. Aims:

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 commitments to nurture and aspiration. It has been updated to reflect the latest July 2026 Statutory guidance.

The Island Learning Trust aims to:

-  Ensure that the exclusions process is applied fairly and consistently
-  Help trustees, 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 and will be 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 Head of school has the authority to suspend or permanently exclude a pupil.

Off-rolling

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

-  Remove a pupil from the school admission register without a formal, permanent exclusion, or
-  Encourage a parent/carers to remove their child from the school, or
-  Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension, or
-  Move a pupil to alternative provision (AP) where this is not in their best interests, or
-  Send a pupil home without formally recording a suspension regardless of whether it occurs with the agreement of parents/carers, or
-  Place a pupil on a part-time timetable for behavioural reasons
-  Remove a pupil from the school roll without following due process

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

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

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

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

2. Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education (DfE):

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

It is based on the following legislation, which outlines schools' powers to suspend and permanently exclude pupils:

-  Section 51a of the Education Act 2002, as amended by the Education Act 2011
-  The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

-  Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
-  Section 579 of the [Education Act 1996](#), which defines 'school day'

The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#) and as modified and amended by [The Education \(Educational Provision for Improving Behaviour\) \(Application to Academies and Pupil Referral Units and Minor Amendments\) Regulations 2026](#).

-  [The Equality Act 2010](#)
-  [Children and Families Act 2014](#)
-  The [Inspection information for state-funded schools](#), which defines 'off-rolling'

This policy complies with our funding agreement and articles of association, and with statutory regulations applying to academies in relation to exclusions and off-site direction.

3. Definitions

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

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school admission register.

Off-site direction – when a trust board of a maintained school, academy or PRU requires a pupil to attend another education setting temporarily, to improve their behaviour.

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

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Managed moves cannot be used on a trial basis.

Cancelled exclusion – an exclusion that has been cancelled before the trust board has met to consider whether the pupil should be reinstated.

4. Roles and responsibilities

4.1 Head of School

Deciding whether to suspend or permanently exclude

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

A decision to suspend a pupil will be taken only:

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

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

A decision to permanently exclude a pupil will be taken only:

-  In response to serious or persistent breaches of the school’s behaviour policy, **and**

- ✚ If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others such as staff or pupils in the school

Before deciding whether to suspend or permanently exclude a pupil, the head of school will:

- ✚ Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- ✚ Allow the pupil to give their version of events considering these in light of their age and understanding, unless it would not be appropriate to do so
- ✚ Consider whether the pupil has special educational needs (SEN)
- ✚ Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC) or a previously looked-after child)
- ✚ Consider whether all alternative solutions have been explored, such as:
 - ✓ For suspensions: detentions or other sanctions provided for in the behaviour policy
 - ✓ For exclusions: off-site direction (for temporary placements) or managed moves (which are permanent and not used as trial placements)

When considering off-site direction, the school complies with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, and has regard to the Arranging alternative provision: a guide for local authorities and schools.

Before directing a pupil off-site or agreeing a managed move, the school will:

- ✚ Ensure the pupil's views are sought and considered
- ✚ Be able to evidence that appropriate interventions have already been implemented
- ✚ Share relevant information with the receiving setting and the local authority (LA), including attainment data, risk assessments and support strategies

Where a managed move is being considered for a pupil with a social worker, the school will inform, at the earliest opportunity:

- ✚ The social worker
- ✚ The DSL
- ✚ Parents/carers (unless this would create a safeguarding risk)
- ✚ For looked after children: the virtual school head (VSH)

The head of school will consider the views of the pupil, considering their age and understanding, before deciding to suspend or permanently exclude, unless it would not be appropriate to do so.

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

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

If it is decided that a managed move is in the pupil's best interests, the original school and new school will work together to make sure that any personal education plan (PEP) that the pupil has is reviewed and amended to reflect the move.

Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a pupil with SEN, a disability or an education, health and care (EHC) plan, the school will, in partnership with others (including where relevant, the LA), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for the pupil's SEN or disability.

Where a pupil has an EHC plan, the school will contact the LA about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude the pupil.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil, or if a pupil has been reinstated to the school, it is likely that complex and difficult decisions will need to be made. These decisions will be made alongside the school's safeguarding duties and its duty to provide an education.

Deciding whether to temporarily remove a pupil from the school site for safeguarding reasons

In exceptional circumstances, the head of school may decide to temporarily prevent a pupil from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds.

This measure will only be used when:

-  It is necessary to separate pupils to ensure safety, and
-  There is no reasonable alternative that would allow all pupils to remain on site

Decisions will be made on a case-by-case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g children's social care or the police).

Where this measure is used, the school will:

-  Inform parents/carers without delay, including the reasons for the decision
-  Notify the trust board without delay
-  Provide work for the pupil to complete at home, or work with the LA to ensure suitable education is arranged
-  Support the pupil's reintegration, as soon as it is safe to do so

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 parents/carers

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

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

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

-  The reason(s) for the suspension or permanent exclusion
-  The length of the suspension or, for a permanent exclusion, the fact that it is permanent
-  Information about the parents'/carers' right to make representations about the suspension or permanent exclusion to the trust board and, where the pupil is attending alongside parents/carers, how they may be involved in this
-  How any representations should be made
-  Where there is a legal requirement for the trust board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend (and, where appropriate, more than 1, subject to reasonable limits set by the trust board)
-  That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

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

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

If alternative provision is being arranged to improve behaviour, the written notification will include:

-  The start date for any provision of full-time education that has been arranged
-  The address at which the provision will take place
-  The name of the person the pupil should report to on arrival
-  The duration of the placement
-  The reasons for, and objectives of, the placement
-  The start and finish times of any such provision
-  Where 2 sessions per day are provided:
 - ✓ What time the morning sessions starts
 - ✓ What time the afternoon session ends

- ✓ What time the break between them starts and ends



- ✚ Where a single session per day is provided:

- ✓ What time the session starts and ends

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

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

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

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 permanently excluded for a total of 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 or public exam



- ✚ Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The head of school will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:



- ✚ The reason(s) for the suspension or permanent exclusion



- ✚ The length of a suspension or, for a permanent exclusion, the fact that it is permanent

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

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

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
-  **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the head of school will inform **the VSH** as early as possible

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

Where a looked-after child is at risk of suspension or permanent exclusion, the school will consider:

-  How effectively the current personal education plan (PEP) is being implemented, and
-  Whether an interim review of the PEP needs to take place
-  How the school is using Pupil Premium Plus

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

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

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

Canceling suspensions and permanent exclusions

The head of school may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the trust board. Where there is a cancellation:

-  The parents/carers, trust board and LA will be notified without delay
-  Where relevant, any social worker and VSH will be notified without delay
-  The notification must provide the reason for the cancellation
-  The trust board's duty to hold a meeting and consider reinstatement ceases



Parents/carers will be offered the opportunity to meet with the head of school to discuss the cancellation, which will be arranged without delay



The pupil will be allowed back in school without delay

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

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

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

If the pupil is not attending alternative (AP) provision, the head of school will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom / Oak Academy may be used for this. If the pupil has a special educational need or disability (SEND), the head of school will make sure that reasonable adjustments are made to the provision where necessary.

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

4.2 The Trust Board

Considering Suspensions and Permanent Exclusions

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

The trust board panel has a duty to consider parents'/carers' representations about a suspension or permanent exclusion, and to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances (see sections 5 & 6 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. The trust board will:



Closely scrutinise patterns of all pupil movement, including suspensions, permanent exclusions, off-site direction and managed moves

-  Ensure these measures are only used as a last resort
-  Review any use of separation from site for safeguarding purposes
-  Challenge the school's leadership team to identify and address emerging trends

The trust board will consider:

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

Performance data and benchmarking:

Trustees will hold leaders to account and make informed decisions. To enable them to do so, they'll make use of performance data in the following areas:

-  Pupil numbers, attendance and exclusions
-  Attainment and progress
-  Curriculum planning and class sizes
-  Financial management and governance
-  Quality assurance
-  Safeguarding and wellbeing
-  The school community, including staff, pupils, parents/carers

4.3 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.

5. 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 cannot 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

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 their legal duties



The welfare and safeguarding of the pupil and their peers



Any evidence that was presented to the exclusion panel

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

The clerk/governance professional will be present when the decision is made. Minutes will be taken of the meeting and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record and copies of relevant papers will be kept with this record.

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

Where an exclusion is permanent and the excluding panel has decided not to reinstate the pupil, the notification of decision will also include the following:

-  The fact that it is a permanent exclusion
-  Notice of parents'/carers' right to ask for the decision to be reviewed by an independent review panel
-  The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents/carers)
-  The name and address to which an application for a review and any written evidence should be submitted
-  That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are relevant to the permanent exclusion
-  That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the academy trust to appoint an SEN expert to advise the review panel
-  Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
-  That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
-  That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel
-  That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. Independent Review Panel (IRP)

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

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

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

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

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

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

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

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

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

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

-  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 it judges that the decision was flawed based on the relevant principles)

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

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

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

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

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

This notification will include:



The panel's decision and the reasons for it



Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days



Any information that the panel has directed the trust board to place on the pupil's educational record

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

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

A pupil will be registered at 1 school only. Where a managed move is agreed, the pupil's name will be removed from the admission register when the move becomes permanent. Where a pupil attends off-site provision, the original school retains responsibility for the pupil's registration unless and until a permanent move is agreed

Making a Return to the Local Authority (LA)

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

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

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

8. Returning from a suspension, off-site direction or separation for safeguarding purposes

8.1 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 details how schools 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/off-site
-  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.

8.2 Reintegration Meetings

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

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

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

9. Remote access to meetings

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

Requests for remote meetings may be refused where, following a risk assessment, it is considered that a remote format would not allow the meeting to be conducted fairly, transparently, or with full participation due to safeguarding reasons.

In case of extraordinary or unforeseen circumstances, which means it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely. Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

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

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

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

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

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

10. Monitoring Arrangements

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

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

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

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.

11. Links with other policies

This policy is linked to our:

-  Behaviour policy
-  SEND policy
-  SEN information report

Appendix 1: independent review panel training

The trust must make sure that all members of an independent review panel and clerks/governance professionals have received training within the 2 years prior to the date of the review.

Training must have covered:

-  The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
-  The need for the panel to observe procedural fairness and the rules of natural justice
-  The role of the chair and the clerk/governance professional of a review panel
-  The duties of headteachers, governing boards and the panel under the Equality Act 2010
-  The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act