



# Al-Burhan Grammar School

---

*Dedicated to learning as the  
foundation of life*

## Exclusion Policy

<b>Date updated:</b>	April 2025		
<b>Review cycle:</b>	3 - yearly		
<b>Next review:</b>	July 2027		
<b>Statutory?</b>	Yes	<b>Publish online?</b>	Yes
<b>Type:</b>	Pastoral, Behaviour and Inclusion		



## Contents

1. Overview .....	3
1.1 Introduction and aims .....	3
1.2 Legislation and guidance.....	3
1.3 Links with other policies .....	4
1.4 Monitoring and evaluation .....	4
2. Exclusion practice at Al-Burhan.....	4
2.1 Definitions .....	4
2.2 Principles.....	5
2.3 Reasons for exclusion .....	5
2.4 Steps take prior to exclusion .....	6
3. Exclusion procedure including roles and responsibilities .....	6
3.1 The Headteacher.....	6
3.1.1 Deciding whether to suspend or exclude.....	6
3.1.2 Informing parents/carers .....	7
3.1.3 Informing the governing board .....	8
3.1.4 Informing the Local authority (LA) .....	8
3.1.5 Informing the pupil's social worker and/or Virtual school head (VSH) .....	9
3.1.6 Cancelling suspensions and permanent exclusions .....	9
3.1.7 Providing education during the first 5 days of a suspension or exclusion .....	10
3.2 The governing board .....	10
3.2.1 Considering suspensions and permanent exclusions.....	10
3.2.2 Monitoring and analysing suspensions and exclusions data .....	10
4. Complaints and appeals .....	11
4.1 Process .....	11
4.2 Considering the reinstatement of a pupil .....	12
4.4 Remote access to meetings .....	14
5. Documentation and registers.....	15
6. Returning from a suspension .....	16
6.1 Reintegration strategy.....	16
6.2 Reintegration meetings.....	16



## 1. Overview

### 1.1 Introduction and aims

This policy contains guidelines explaining the circumstances under which a pupil may be excluded from the School. The policy applies to all pupils at the School but does not cover cases when a pupil has to leave because of ill-health, non-payment of fees, or withdrawal by her parents. We are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment.

Our school aims to:

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

#### **“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/carer 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

Accordingly, we will not suspend or 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

### 1.2 Legislation and 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 exclude pupils:

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

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines ‘school day’



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

### 1.3 Links with other policies

This policy links to and must be read in conjunction with the following policies:

- Vision and ethos policy
- Behaviour and tarbiyyah policy
- Anti-bullying policy
- SEND policy
- SEN information report

### 1.4 Monitoring and evaluation

The school will collect data on the following, each year:

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

The data will be analysed by Naeema Kausar (Behaviour, pastoral and inclusion lead), and the school administrator. 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

Mrs Kausar will report back to the headteacher.

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.

This policy is reviewed every 3 years by the behaviour, pastoral and inclusion lead (or sooner if there is a significant change in procedure) and will be approved by the Headteacher. An up-to-date copy is available on the School Website for parents to view.

## 2. Exclusion practice at Al-Burhan

### 2.1 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. This is sometimes referred to as an 'exclusion'.



**Off-site direction** = when a governing board of a maintained school 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.

## 2.2 Principles

All learning time is precious, and we try to ensure that not a moment of learning is lost. Therefore, we try to utilise other sanctions and corrective measures first, and do not use suspension/exclusion lightly. Suspensions and permanent exclusion are only to be used in serious circumstances, as outlined below.

## 2.3 Reasons for exclusion

The Headteacher has full disciplinary authority over pupils in the School and can exclude a pupil for a fixed period of time or permanently. In the absence of the Headteacher, Senior Teachers can also exclude a pupil if they feel necessary, after they have communicated the circumstances with the Headteacher.

In most cases, suspension and exclusion are used following other sanctions, or whether is a history of pattern of misbehaviour. However, they may be used as a first sanction where the misbehaviour is a serious.

The school can use suspension and permanent exclusion in response to:

- serious incidents e.g. extreme behaviour or actions which put the safety/effective operation of the whole school at risk
- persistent poor behaviour which has not improved following in-school sanctions and interventions

These are the types of behaviour which are likely to result in permanent exclusion: (this is not an exhaustive list)

- Pupils involved in any unethical activity that affects the school or other students. Some examples (not an exhaustive list):
  - Theft, blackmail, intimidation, racism, computer hacking
  - Supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol and tobacco.
  - Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images of children
  - The pupil is a subject to a police investigation or conviction.
  - Malicious accusations against a member of staff
- Physical violence e.g. towards other staff or students, vandalism or potential for physical violence e.g.:
  - Possession or use of unauthorised firearms or other weapons.
- Repeated or extreme violence to another student
- The persistent disruption to the learning of other students
- Bullying (including cyberbullying) which has continued after other sanctions, including fixed term exclusion, have been used
- Refusal to cooperate with any member of staff such that the student is not under the



school's care and control e.g. (not an exhaustive list):

- Persistent or serious disagreement or contravention of school policies, despite supportive measures and school efforts to support the student/parent. For example:
  - Serious disagreement (on the part of the parents or the pupil) with, or contravention of, the school's policies on social inclusion, diversity or equality
  - Failure of the pupil to meet the required academic standards or attendance/progress is persistently or seriously unsatisfactory despite School efforts.
  - The pupil is unwilling or unable to profit from the educational opportunities offered.
- Parental/carer behaviour, for example:
  - Behaviour is unreasonable and adversely affects or is likely to affect the child's, other children's or staff well-being or to bring the School into disrepute.
  - Parental breach of contract with the school

### 2.4 Steps take prior to exclusion

One or more of the following steps will usually be taken prior to suspension/exclusion (unless as explained above, the misbehaviour is serious and sufficiently grave to warrant suspension/exclusion in the first instance) =

- Investigation into the incident, as outlined in the Behaviour & Tarbiyya policy, Anti-bullying policy, and safeguarding policy (as appropriate)
- Sanctions and escalation of sanctions per behaviour policy.
- Parental involvement
- In-school pastoral support to help facilitate correction of attitudes which predispose to misbehaviour/unsocial behaviour
- Regular reviews in school with a relevant member of the pastoral team

## 3. Exclusion procedure including roles and responsibilities

### 3.1 The Headteacher

#### 3.1.1 Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, 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 headteacher 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 headteacher 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 **exclude** a pupil will be taken only:

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



Before deciding whether to suspend or exclude a pupil, the headteacher 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
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
  - For suspensions: detentions or other sanctions provided for in the behaviour policy
  - For exclusions: off-site direction or managed moves

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

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

The headteacher 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.

### **3.1.2 Informing parents/carers**

If a pupil is at risk of suspension or exclusion, the headteacher 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 headteacher decides to suspend or 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 and by the end of the afternoon session on the first day of suspension/permanent exclusion.

Parents/carers will also be notified 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

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 governing 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 governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers/the pupil have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers/the pupil have the right to request that the meetings be held remotely, and how and to whom they should make this request

For permanent exclusions, the following issues may also need to be discussed:

- Arrangements for transfer of any course and project to the pupil, her parents or another school.



- Whether (if relevant) the pupil will be permitted to return to school premises to sit external examinations. Care will be taken to ensure that they are not disadvantaged by the exclusion. For very serious offences, an external examination candidate may be required to sit the examinations elsewhere.
- Financial aspects: payment of outstanding fees and extras, whether the deposit will be returned or credited, refund of prepaid fees. The usual position of the School is that Fees paid or payable in respect of the pupil being excluded will not be refunded or remitted.

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

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

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

### **3.1.3 Informing the governing board**

The headteacher will, without delay, notify the governing 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

### **3.1.4 Informing the Local authority (LA)**

The headteacher will notify the LA of all permanent exclusions without delay. The notification will include:

- The reason(s) for the permanent exclusion
- That it is permanent

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





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

### **3.1.5 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 headteacher 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 headteacher 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.

If the headteacher 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 governing 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 taken into account.

### **3.1.6 Cancelling suspensions and permanent exclusions**

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board.

Where there is a cancellation:

- The parents/carers, governing board (and LA for permanent exclusions) will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the headteacher 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 as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

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



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

If the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Moodle and Microsoft Teams may be used for this. If the pupil has a special educational need or disability, the headteacher 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.

## **3.2 The governing board**

### **3.2.1 Considering suspensions and permanent exclusions**

The governing board has a duty to consider parents'/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 4.2 and 4.3) in certain circumstances.

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

For any suspension of more than 5 school days, the governing board arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension. The governing board does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

### **3.2.2 Monitoring and analysing suspensions and exclusions data**

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

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where 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 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



## 4. Complaints and appeals

### 4.1 Process

An appeal process is available to parents of a permanently excluded pupil or where the pupil is required to leave the school. The right to appeal does not extend to suspensions (whether pending an investigation or as a sanction) or where the pupil is withdrawn by the parents. The School will use the final (panel) stage of their Complaints Procedure (Stage 3).

#### **Request for appeal**

Appeals must be made in writing and the application must be received within 72 hours of the decision being notified to a parent, clearly stating the grounds on which they are asking for a review and the outcome which they seek. If the School receives a request outside the specified period is not obliged to arrange an appeal, but it is recognised that there may be exceptional circumstances where an appeal may be accommodated.

#### **The appeal hearing**

The appeal hearing is undertaken under stage 3 of the complaints procedure, within the timeframes and with panel members as set out in the complaints policy. None of the panel should have detailed prior knowledge of the case.

The meeting will take place on school premises. A review meeting is an internal procedure and all those involved, or who are concerned in the procedure, should be reminded to keep its proceedings confidential.

Those present at the hearing will usually be:

- Members of the appeals panel, of which one member will chair the hearing.
- The clerk (should not contribute to the meeting other than in an administrative capacity)
- the Head and any relevant members of staff whose presence the Head considers to be necessary to secure a fair outcome for the pupil;
- The pupil, where appropriate
- The pupil's parents and, if they wish, the parents may be accompanied by a friend or relation who is not legally qualified

Conduct of the appeal hearing =

- At the meeting, everyone is expected to show courtesy, restraint and good manners.
- As with the disciplinary meeting, the hearing should be conducted in an informal, non-adversarial manner appropriate to the age, understanding and maturity of the pupil involved, taking into account any additional needs of the pupil in all circumstances.
- Someone should be asked to take minutes of the hearing. This will usually be the Clerk to the LGB. A copy of the minutes can be provided to the parents after the meeting, if the parents so request. Parents may take their own notes of the meeting but electronic recordings should not be permitted.
- The Chair of the Panel should ensure that all those present have the opportunity to ask questions and make appropriate comment
- The Chairman of the Review Panel may at his/her discretion adjourn or terminates the meeting. If the meeting is terminated, the original decision of the Headteacher will stand.

#### **Decision**



The Panel will consider the grounds for the review and may decide to either:

- uphold the decision of the Head and, if minded to do so, with agreement of the Head, discuss the pupil's leaving status (i.e. permanent exclusion, required removal, or withdrawal) with a view to reaching an agreement; or
- if they wish, recommend the decision of the Head to be reviewed and, if minded to do so, recommend the Head reviews their decision including recommending an alternative sanction
- Only in very rare circumstances may a Panel decide to overturn the Head's decision and order reinstatement (either immediately or by a particular date)

The decision should be notified, together with the reasons for the decision, to the parents by the Chair of the review hearing in writing without delay and within the timescales set out in school policy. A note of the Panel's decision should be placed on the pupil's school record with copies of relevant papers

### **Confidentiality**

All those participating in the application of this policy including parents and pupils are required to keep all statements, correspondence, notes and documents confidential except where legally required to disclose them.

### **Remedies after the panel's decision**

There are various courses of action disgruntled parents could take if they are unhappy with the decision to exclude and/or the management of the exclusions process. By way of example, these could include:

If parents are unhappy with the decision to exclude and/or the management of the exclusions process, then the next step is, per our complaints policy, complaint to the Department for Education, or Ofsted if parents consider there are whole school issues that have not been addressed.

## **4.2 Considering the reinstatement of a pupil**

### **Timeframe**

The governing body will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

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

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the governing board must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers make representations to the board, the governing board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of



the suspension. If the parents/carers do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

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

### **The meeting**

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

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

The meeting can be held remotely at the request of parents/carers. See section 4.4 for more details on remote access to meetings.

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

### **Consideration**

In reaching a decision, the governing board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board

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

The clerk/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.

### **Outcomes**

The governing body can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)



The governing board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

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

Where an exclusion is permanent and the governing board 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 considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the LA 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, and parents/carers may also bring a friend to the review
- 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, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

#### **4.4 Remote access to meetings**

Parents/carers, can request that a governing board meeting, be held remotely. If the parents/carers don't express a preference, the meeting will be held in person. In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board 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, as long as they can meet the conditions for remote access listed above.

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

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

## 5. Documentation and registers

Suspensions and exclusion will be recorded in the pupil's personal file and in the relevant behaviour records.

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

- 15 school days have passed since the parents/carers were notified of the governing body's decision to not reinstate the pupil, and no application has been made for an independent review panel, or
- The parents/carers have stated in writing that they will not be applying for an independent review panel

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

### **Making a return to the LA**

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

- The pupil's full name
- The full name and address of any parent/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.

## 6. Returning from a suspension

### 6.1 Reintegration strategy

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

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

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

- 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
- Regular reviews with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents/carers and staff of potential external support

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

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

### 6.2 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 in the event that 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.