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Suspensions and Permanent Exclusions Policy

September 2026

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Suspensions and Permanent Exclusions Policy September 2026

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Amendments

Periodically the Senior Leadership Team and Board of Trustees will add to or revise the content within this policy. Any revision made are noted below.

Edition	Date	Revision made by	Content revised
1.0	28.02.20	Mr Allen	Changes highlighted
2.0	07.05.21	Mr Allen	No substantial changes
3.0	01.05.22	Mr Rice	No substantial changes
4.0	01.05.24	Mr Allen	Changes to legislation
4.1	Jul 2026	Mrs Marwaha	Updated in line with the Policy on The Key for School Leaders

Please note that for the purpose of this policy, the following terminology will apply:

Headteacher	Head of School, Headteacher, Executive Head
Trust	Links Multi Academy Trust
School	Links Academy St Albans/ Links Academy Hatfield/Cedars
Parent	Parent means the person with parental responsibility and could be the carer.

1. Aims

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

Our school aims to:

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

A note on off-rolling

‘Off-rolling’ is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the child, to:

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

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

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

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

If any child is suspended or 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: [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 outline schools' powers to exclude children:

- 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 children
- 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](#)
- [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 child is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

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

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

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

Managed move – when a child is transferred to another school permanently. All parties, including parents 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 governing board has met to consider whether the child should be reinstated.

4. Roles and Responsibilities

4.1 The Executive Headteacher/Head of School

Deciding whether to suspend or exclude

Only the Executive Headteacher or Head of School can permanently exclude a child from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Executive Headteacher or Head of School will only use permanent exclusion as a last resort.

A decision to suspend a child 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 child 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 permanently exclude a child will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the child to remain in school would seriously harm the education or welfare of others such as staff or children in the school

Before deciding whether to suspend or exclude a child, 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 were provoked
- Allow the child 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 child has special educational needs (SEN)
- Consider whether the child is especially vulnerable (e.g. the child 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 child off-site or agreeing a managed move, the school will:

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

Children 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 child and will inform the child of how their views were taken into account when making the decision.

If it is decided that a managed move is in the child's best interests, the original school and new school will work together to make sure that any personal education plan (PEP) that the child 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 child 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 child's SEN or disability.

Where a child 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 child.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a child, or if a child 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 child from the school site for safeguarding reasons

In exceptional circumstances, the headteacher may decide to temporarily prevent a child 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 children to ensure safety, and

- There is no reasonable alternative that would allow all children 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 governing board without delay
- Provide work for the child to complete at home, or work with the LA to ensure suitable education is arranged
- Support the child's reintegration, as soon as it is safe to do so

Informing parents

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

If the Head of School decides to suspend or exclude a child, the parents 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 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' right to make representations about the suspension or permanent exclusion to the Trust Board and, where the child is attending alongside parents, 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 child, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents have the right to request that the meetings be held remotely, and how and to whom they should make this request

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

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

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

- The start date for any provision of full-time education that has been arranged
- The address at which the provision will take place
- The name of the person the child 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' consent.

If the Head of School cancels the suspension or permanent exclusion, they will notify the parents without delay, and provide a reason for the cancellation.

Informing the Trust Board

The Head of School will without delay notify the Executive Headteacher who will notify the Trust Board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a child
- Any suspension or permanent exclusion which would result in the child 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 which would result in the child 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 after first consulting with the Executive Headteacher 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 child lives outside the LA in which the school is located, the Head of School will also, without delay, inform the child's 'home authority' and the Executive Headteacher of the exclusion and the reason(s) for it.

The Head of School must notify the LA and Executive Headteacher without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

For all other exclusions, the Head of School will notify the Executive Headteacher, the Trust Board and LA once a term.

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

If a:

- **Child 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
- **Child 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 child'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 headteacher decides to suspend or permanently exclude a child with a social worker/a child who is looked after, they will inform the child's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the child
- 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 child'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 child's background and/or circumstances that may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the child's welfare are taken into account.

Cancelling 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, 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 child 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 child 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.

A permanent exclusion cannot be cancelled if the child 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 child is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the child. Online pathways such as Google classroom may be used for this. If the child has a special educational need or disability (SEND), the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the child 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 child, including the use of online pathways.

4.2 The Trustees

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the Academy Academic Improvement Committee (AAIC).

The AAIC has a duty to consider parents'/carers'/the children' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded child (see sections 5 and 6) in certain circumstances.

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

For any suspension of more than 5 school days, the Trust in partnership with the LA will arrange suitable full-time education for the child. This provision will begin no later than the sixth day of the suspension.

The Trustees do not have to arrange such provision for children in their final year of compulsory education who do not have any further public exams to sit.

Monitoring and analysing suspensions and exclusions data

The Trust 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 Trust Board will:

- Closely scrutinise patterns of all child 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 children receive repeat suspensions
- Interventions in place to support children at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary

- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded children, and why this is taking place
- Whether the placements of children directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that children are benefiting from it
- The cost implications of directing children off-site

Performance data and benchmarking:

- Governors 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:
- Child 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, children, parents/carers and the governing board

4.3 The LA

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

For children who are looked after or have social worker, the LA 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 child

The TDC (The Trust Disciplinary Committee) will consider and decide on the reinstatement of a suspended or permanently excluded child within 15 school days of receiving the notice of the suspension or exclusion if:

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

Where the child has been suspended, and the suspension does not bring the child's total number of days of suspension to more than 5 in a term, the TDC must consider any

representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the Head of School to reinstate the child.

Where the child has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents make representations to the Trust Board, the TDC will consider and decide on the reinstatement of a suspended child within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the Head of School to reinstate the child.

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

The following parties will be invited to a meeting of the Trust Board and allowed to make representations or share information:

- Parents/Carers (and, where requested, a representative or friend and where appropriate, more than 1, subject to reasonable limits set by the governing board)
- The child, 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 Head of School
- The child's social worker, if they have one
- The VSH, if the child is looked after
- A representative of the local authority

Trust Board meetings can be held remotely at the request of parents (See section 9 for more details on remote access to meetings).

The Trust 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.

TDC can either:

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

In reaching a decision, TDC 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 child and their peers
- Any evidence that was presented to the Trust Board

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

The clerk 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 child's educational record, and copies of relevant papers will be kept with this record.

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

- The parents
- The Head of School
- The child's social worker, if they have one
- The VSH, if the child is looked after
- The local authority
- The child's home authority, if it differs from the school's

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

- The fact that it is a permanent exclusion
- Notice of parents 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 Trust Board's decision is given to parents)
- 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 child's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded child has recognised SEN, parents have a right to require the 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 for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

- That, if parents 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

6. Independent review

If parents apply for an independent review within the legal timeframe, the Trust will, at their own expense, arrange for an independent panel to review the decision of the Trust not to reinstate a permanently excluded child.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Trust of its decision to not reinstate the child, **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regardless of the permanent exclusion. Any application made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of the parents. See section 9 for more details on remote access to meetings.

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 trustee 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 Trustee or volunteer
- Current or former school governors who have served as a Trustee 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 of the Multi Academy Trust of the excluding school
- Are the Head of School of the excluding school, or have held this position in the last 5 years
- Are an employee of the Multi Academy Trust, or 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 Multi Academy Trust, school, Trust Board, parents or child, 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 child, including the circumstances in which the child was permanently excluded, and have regard to the interests of other children and people working at the school.

Taking into account the child's age and understanding, the child or their parents will be made aware of their right to attend and participate in the review meeting and the child 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 child'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 child's experiences, needs, safeguarding risks and/or welfare may be relevant to the child's permanent exclusion.

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

Following its review, the independent panel will decide to do one 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)

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 the 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 Trust Board does not subsequently decide to offer to reinstate the child within 10 school days
- Any information that the panel has directed the Trust Board to place on the child's educational record

7. School registers

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

- 15 school days have passed since the parents/carers were notified of the Trust Board's decision to not reinstate the child and no application has been made for an independent review panel, or
- The parents 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 Trust Board will wait until that review has concluded before removing a child's name from the register.

While the child's name remains on the school's admissions register, the child's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded child and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

Making a return to the LA

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

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

8. Returning from a suspension

8.1 Reintegration strategy

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

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

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

- Maintaining regular contact during the suspension or off-site direction and welcoming the child back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the child and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the child, parents 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 child, parents, and other relevant parties.

8.2 Reintegration meetings

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

The child, parents, Head of School (or in their absence the designated most senior member of senior staff) and any other relevant staff, will be invited to attend the meeting.

The school expects all returning children and their parents to attend their reintegration meeting.

9. Remote access to meetings

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

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 minutes of all remotely accessed meetings will clearly record that the meetings were held remotely.

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

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

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

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

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

10. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of off-site directions and managed moves
- Anonymous surveys of staff, children, trustees and other stakeholders on their perceptions and experiences

The data will be analysed every term by AAIC who will report back 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 children are identified by this analysis, the school will review its policies in order to tackle it.

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

This policy will be reviewed by AAIC every two years. At every review, the policy will be shared with the Trust Board.

11. Linked Policies

- Behaviour policy
- SEND policy

Appendix 1: Independent review panel training

The Links Multi Academy Trust must make sure that all members of an independent review panel and clerks have received appropriate 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 of a review panel
- The duties of Headteachers, governing / Trust 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

Policy Review – Suspensions and Permanent Exclusions

This policy will be reviewed in full by the AAIC on behalf of Links Multi Academy Trust on a bi-annual basis.

The policy was last reviewed and agreed by the Academy Academic Improvement Committee and the Trustees in September 2026.

It is due for review not later than September 2027.

Signature

Date

Mr Allen
Executive Headteacher

Signature

Date

Mrs Lynch
Chair of Trustees