



Learning
Community Trust

Suspension & Exclusion Policy

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1. Introduction

The Learning Community Trust (LCT) is passionate that suspensions and exclusions are a last resort and all alternatives should be explored prior to making such a significant decision. The LCT is committed to following all statutory suspension and exclusions procedures to ensure every child receives an education in a safe and caring environment.

In particular, we will:

- Comply with the Department for Education's statutory guidance for exclusions and suspensions
- Apply the suspension and exclusions process fairly and consistently
- Help governors, staff, parents/carers and pupils understand the processes
- Provide a safe and caring environment for all pupils within our academies
- Do what we can to prevent pupils from becoming NEET (not in education, employment or training)
- Carry out all suspensions and permanent exclusions in a lawful manner
- Ensure this policy is consistent with our LCT Values and Equality, Diversity & Inclusion Policy

Off-rolling

No LCT academy will ever off-roll a pupil. The definition of 'off-rolling' is a form of educational gaming and occurs where an academy makes the decision, in the interests of the academy and not the pupil, to:

- Remove a pupil from the academy roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the academy roll, or
- Retain a pupil on the academy roll but does not allow them to attend normally, without a formal permanent exclusion or suspension

LCT academies will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend 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 academy 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 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 - from September 2023](#).

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'

This policy complies with our funding agreements and LCT articles of association.

3. Definitions

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

Permanent exclusion – when a pupil is removed from the academy permanently and taken off the academy roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when an academy requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carer – 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/academy permanently. All parties, including parents/carers and the admission authority for the new school/academy, should consent before a managed move occurs. This is set out in more detail within the LCT's Managed Move Policy and protocols.

Making representations – the opportunity to provide views on a suspension or exclusion and provide any additional information that is thought to be relevant

Academy/academies – the legal form of all education establishments within the LCT, even where 'school' is in their name

4. Roles and responsibilities

4.1 The Headteacher/Principal

Deciding whether to suspend or exclude

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

A decision to suspend a pupil will be taken only:

- In accordance with the academy'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/Principal will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues. This will be set out within our academies' own behaviour policies.

A decision to exclude a pupil will be taken only:

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

- If allowing the pupil to remain in the academy would seriously harm the education or welfare of others (both pupils and staff)

Before deciding whether to suspend or exclude a pupil, the Headteacher/Principal 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 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:
 - o For suspensions, detentions or other sanctions provided for in the academy's behaviour policy
 - o For exclusions, off-site direction or managed moves

The Headteacher/Principal 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/Principal 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.

Informing parents/carers

If a pupil is at risk of suspension or exclusion, the Headteacher/Principal 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/Principal 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.

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 academy's local governing body (LGB) 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 LGB 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
- 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 Headteacher/Principal 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 an 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 academy 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, 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/Principal 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 will 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/Principal cancels the suspension or permanent exclusion, they will notify the parents/carers without delay, and provide a reason for the cancellation.

Informing the local governing body (LGB)

Through the appointed governance professional, the Headteacher/Principal will, without delay, notify LGB 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 Headteacher/Principal will notify the LA of all permanent exclusions and suspensions without delay, regardless of the length of a suspension.

The notification will include:

- Making contact with the Telford & Wrekin Council Exclusion Helpline
- The reason(s) for permanent exclusion

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

The Headteacher/Principal 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 Headteacher/Principal 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/Principal will inform the VSH as early as possible

This is 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/Principal 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 LGB about the 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.

Cancelling suspensions and permanent exclusions

The Headteacher/Principal 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 LGB. Where there is a cancellation:

- The parents/carers, and LGB (and LA for exclusions) without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The LGB's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the Headteacher/Principal to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in the academy without delay

Any days spent out of academy as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any academic year.

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

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

During the first five days of a suspension, if the pupil is not attending alternative (AP) provision, the Headteacher/Principal will take steps to ensure achievable and accessible work is set and marked for the pupil. Online pathways such as Oak Academy and other online pathways that each academy uses may be used for this. If the pupil has a special educational need or disability, the Headteacher/Principal 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 academy will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the academy will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

4.2 The governing board

Considering permanent exclusions

Responsibilities regarding permanent exclusions are delegated to an agreed LGB panel consisting of at least three governors. Panel members will be serving governors from the academy in question; however, if a third

member cannot be identified for valid reasons, the LCT will appoint a governor from a different academy to join the panel.

The panel has a duty to consider parents'/carers' representations about a permanent exclusion. It has a duty to consider the reinstatement of a permanently excluded pupil (see Sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the LGB 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 LA will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

The LGB 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.

Monitoring and analysing suspensions and exclusions data

The LCT will review, challenge and evaluate the data on academies' use of suspension, exclusion, off-site direction to alternative provision, and managed moves at both LGB and Trust level

At academy level, the LGBs will consider:

- How effectively and consistently an academy's behaviour policy is being implemented
- The academy 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
- 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 why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

4.3 The local authority (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 pupils who are looked after or have social workers, the LA and the academy will work together to arrange suitable full-time education to begin from the first day of the exclusion.

4.3 LCT Head of Governance & Corporate Support

For permanent exclusions and any suspensions where a review by the LGB has been requested, the Head of Governance & Corporate Support is responsible for providing clerking support for the panel meeting, either directly or by ensuring a trained clerk is appointed. This will involve providing procedural advice and guidance, taking minutes of the panel meeting and working with the Chair to draft the panel's decision letter.

5. Considering the reinstatement of a pupil

The LGB 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 LGB 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/Principal to reinstate the pupil, although it can request a note be placed on the student's record

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, the LGB panel 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 LGB panel is not required to meet and it cannot direct the Headteacher/Principal to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the LGB panel 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 panel may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the LGB panel 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/Principal
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked-after

A representative of the local authority will attend by invitation of the LGB panel.

The LGB panel meetings can be held remotely only at the request of parents/carers. See Section 9 for more details on remote access to meetings.

The LGB will try to arrange the panel 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.

The LGB panel 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 panel cannot do this – see earlier in this section)

In reaching a decision, the panel will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Headteacher/Principal followed their legal duties
- The welfare and safeguarding of the pupil and their peers

- Any evidence that was presented to the panel

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

A clerk will be present throughout the proceedings, including when the panel's decision is made. Their role is to advise on procedural matters, take minutes of the meeting and ensure a record of the proceedings and all evidence considered is kept.

The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

Via the clerk, the LGB panel will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers
- The Headteacher/Principal
- 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 academy's

Where an exclusion is permanent and the LGB 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 LGB panel'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 LCT or 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 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/carers apply for an independent review within the legal timeframe, the LCT will, at its own expense, arrange for an independent review panel (IRP) to review the decision of the LGB panel not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the LGB panel of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. How to apply for independent review will be included within the LGB panel's decision letter and any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers. 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.

- A lay member to chair the IRP who has not worked in any school/academy in a paid capacity, disregarding any experience as a governor or volunteer
- Current or former school/academy 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/Principals during this time
- Headteachers/Principals or individuals who have been a headteacher within the last 5 years

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 IRP.

A person may not serve as a member of an IRP if they:

- Are a member of the LCT of the excluding academy
- Are the Headteacher/Principal of the excluding academy, or have held this position in the last 5 years
- Are an employee of the Trust or the LGB, of the excluding school (unless they are employed as a Headteacher/Principal at another school/academy)
- Have, or at any time have had, any connection with the Trust, school, LGB, 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. 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 academy.

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 IRP 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 IRP 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 IRP 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 headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the IRP will decide to do one of the following:

- Uphold the LGB panel's decision;
- Recommend that the LGB reconsiders reinstatement; or
- Quash the LGB panel's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the academy cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The IRP 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 IRP must only take account of the evidence that was available to the LGB panel at the time of making its decision. This includes any evidence that the IRPnel considers would, or should, have been available to the LGB panel and that it ought to have considered if it had been acting reasonably.

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

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

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

This notification will include:

- The IRP's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the LGB does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the LGB to place on the pupil's educational record

Independent review panel training

The LCT must make sure that all members of an independent review panel and clerks used during independent reviews have received training within the 2 years prior to the date of the review. The Trust will ensure different personnel (both panel members and clerk) have not been involved during earlier stages of the process.

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/Principals, 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

7. Academy registers

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

- 15 school days have passed since the parents/carers were notified of LGB panel'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 LGB will wait until that review has concluded before removing a pupil's name from the register.

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

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

Making a return to the LA

Where a pupil's name is to be removed from the academy admissions register because of a permanent exclusion, the academy 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 one 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/academy the pupil will attend, including the name of that school/academy and the first date when the pupil attended or is due to attend there, if the parents/carers have told the academy the pupil is moving to another school/academy
- 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

8.1 Reintegration strategy

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

Where necessary, the academy 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 academy life for the pupil:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to the academy
- Daily contact with a designated pastoral professional
- Mentoring by a trusted adult (where capacity allows)
- Regular reviews with the pupil and parents/carers to praise progress being made and raise/ 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.

8.2 Reintegration meetings

The academy will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. The invitation to attend the reintegration meeting will be included within the letter informing the parents/carers about the suspension. During the meeting, the academy will communicate to the pupil that they are getting a fresh start and that they are a valued member of the academy 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 academy 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 meeting of the LGB panel or independent review panel be held remotely. If the parents/carers don't make this request, 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 (with the agreement of the parents/carers)

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

The LGB panel and the LCT 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 within a private environment
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

With the agreement of the parents/carers, social workers and the VSH can join 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

Each academy within the LCT will collect data on the following:

- 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 the LCT and also formally by the Trust's Standards Committee and each academy's LGB.

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 LCT and each of its academies 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 academy will review its policies in order to address it.

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

This policy will be reviewed by annually by the Deputy CEO, in conjunction with the Head of Governance & Corporate Support, and presented to the LCT's Standards Committee for approval.

11. Links with other policies

This policy is linked to the LCT:

- Alternative Provision Policy
- Equality, Diversity & Inclusion Policy
- Managed Move Policy and Protocol
- Modified Timetable Policy
- Vision and values

And our academies:

- Attendance policies
- Behaviour policies
- SEND policies

