



Helping people living in extraordinary circumstances to live ordinary lives

Kingsley Learning Foundation Trust

Suspensions and Permanent Exclusions Policy

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1. Aims

1.1. At Kingsley Learning Foundation Trust (KLFT) we are committed to following all statutory exclusion procedures to ensure that every pupil receives an education in a safe and caring environment. The Trust aims to:

- ✓ Ensure that the exclusions process is applied fairly and consistently across all our schools
- ✓ The exclusions process is understood by Directors, Governors, staff, guardians and pupils
- ✓ Pupils in our schools are safe and happy
- ✓ Pupils do not become NEET (not in education, employment or training)
- ✓ Ensure all suspensions and permanent exclusions are carried out lawfully.

1.2. 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
- ✓ By exerting undue influence on a guardian to encourage them to remove their child from the school.

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

1.4. A note on off-rolling

1.4.1. 'Off-rolling' occurs where a school makes the decision, in the interests of the school and not the pupil, to:

- ! Remove a pupil from the school roll without a formal, permanent exclusion, or
- ! Encourage a guardian to remove their child from the school roll, or
- ! Encourage a sixth-form pupil not to continue with their course of study when this is against the best interests of that pupil
- ! Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension.
- ! Move a pupil to off-site alternative provision where this is not in their best interests
- ! Send a pupil home without a formal suspension regardless of whether it occurs with the agreement of parents/carers
- ! Place a pupil on a part-time timetable for behavioural reasons
- ! Intentionally remove a pupil from the school roll without correctly following regulations

1.4.2. Accordingly, we will not suspend or exclude a pupil 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.

2. Scope of this policy

2.1. This policy applies in all our schools.

3. Legislation and statutory guidance

3.1. 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](#) (updated July 2026).

3.2. 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

 Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out guardians' 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'.

3.3. This policy complies with our funding agreement and articles of association.

4. Roles and responsibilities

4.1. The implementation of this policy is delegated to the Headteacher at each school.

5. Terminology

5.1. In this policy the word 'suspensions' is used to refer to what legislation calls an exclusion for a fixed term.

5.2. Suspensions and permanent exclusions are both types of exclusion and where this policy uses the term exclusion this includes suspensions and permanent exclusions.

5.3. Alternative provision (AP) refers to suitable full-time education that is arranged for a pupil from the sixth school day or earlier.

6. The Decision to Exclude

6.1. Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The Headteacher will only use permanent exclusion as a last resort.

6.2. A pupil may be suspended for 1 or more fixed periods (up to a maximum of 45 school days in a single academic year).

6.3. The decision can be made in respect of behaviour inside or outside of school.

- 6.4. A decision to suspend or 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.
- 6.5. Before deciding whether to exclude a pupil, the Headteacher will:
- ✓ Consider all the relevant facts and evidence
 - ✓ Take the pupils views into account where it is possible and appropriate to do so
 - ✓ Consider the pupils 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 the length of time that a pupil will be excluded, being aware that the Governing Body must ensure the pupil has full time suitable education (AP) if the exclusion is longer than 5 days.
- 6.6. Examples of serious misconduct that may result in exclusion are defined as the following. Please note, this list is not exhaustive:
- ! Verbal abuse including the use of foul and abusive language either directed at another pupil or at a member of staff
 - ! Physical assault, where pupils are fighting, kicking or hitting one another
 - ! Racist behaviour and language
 - ! Homophobic language or behaviour
 - ! Possession of a weapon or dangerous object
 - ! Possession of drugs or alcohol
 - ! Possession of smoking materials
 - ! Unusual behaviour that may be consistent with the use of drugs or alcohol
 - ! Threatening behaviour or physical assault on an adult
 - ! Sexual misconduct
 - ! Theft
 - ! Deliberate vandalism
 - ! Behaviour which puts themselves or others at risk of serious harm
 - ! Misuse of social media to bully, harass, intimidate or humiliate others
 - ! Persistent failure to comply with instruction or accept the school's behaviour systems.

6.7. Temporary Separation for Safeguarding Purposes

- 6.7.1. In rare circumstances, the school may temporarily forbid a pupil from attending the premises where:
- ✓ Separating pupils is essential for safeguarding purposes, and
 - ✓ There is no practical way to allow one or more pupils involved to remain on school premises
 - ✓ This is not considered an exclusion on disciplinary grounds. This could, for example, follow an allegation of harm by one pupil against another which requires physically separating a pupil from others.
 - ✓ The Designated Safeguarding Lead will take a lead role in making these decisions on a case-by-case basis, using their professional judgement, supported by agencies such as children's social care and the police as required.

- ✓ Where a pupil is temporarily forbidden from attending:
- ✓ Parents/carers will be informed of the reason without delay
- ✓ The Governing Body will be notified without delay
- ✓ The Local Authority will arrange education for the pupil (unless the school or parents/carers choose to do so)
- ✓ The school will support the pupil to reintegrate into school life once they return

7. Informing guardians

- 7.1. If the Headteacher decides to suspend or exclude a pupil, the guardians will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it. The guardians 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 guardians' right to make representations about the suspension or permanent exclusion to the Governing Body and, where the pupil is attending alongside guardians, how they may be involved in this
 - ➡ How any representations should be made
 - ➡ Where there is a legal requirement for the Governing Body to hold a meeting to consider the reinstatement of a pupil, and that guardians have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
 - ➡ That guardians have the right to request that the meetings be held remotely, and how and to whom they should make this request.
- 7.2. The Headteacher will also notify guardians 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 AP or the end of the suspension, where this is earlier), the guardians are legally required to ensure that their child is not present in a public place during school hours without a good reason. Guardians may be given a fixed penalty notice or prosecuted if they fail to do this.
- 7.3. If alternative provision (AP) 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.
- 7.4. 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.

- 7.5. 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 guardians' consent.

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

- 8.1. During the first 5 days of a suspension, if the pupil is not attending alternative provision (AP), the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways may be used for this.
- 8.2. If the pupil is LAC 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.
- 8.3. The Headteacher 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.
- 8.4. 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.

9. Informing the Governing Body, Local Authority (LA) and Virtual School Head (VSH)

- 9.1. The Headteacher will notify the Local Authority of all exclusions including suspensions of any length without delay.
- 9.2. Where permanent exclusion is being considered the Headteacher will immediately contact the Trust CEO.
- 9.3. Once the decision has been made to seek permanent exclusion the Headteacher must ensure that the CEO, Local Authority, Local Governing Body and Virtual School Head are notified without delay.
- 9.4. 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.
- 9.5. 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.
- 9.6. The social worker/VSH will be invited to any meeting of the Governing Body 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.
- 9.7. For looked-after children at risk of suspension or permanent exclusion, the designated teacher will:
- ✓ Contact the Virtual School Head as soon as possible

- ✓ Consider how effectively the current Personal Education Plan (PEP) is being implemented
- ✓ Consider whether an interim PEP review needs to be called
- ✓ Review how the school is using Pupil Premium Plus

10. Cancelling suspensions and permanent exclusions

10.1. The Headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, as long as the Governing Body has not yet met to consider reinstatement. Where there is a cancellation the Headteacher must notify without delay:

- ✓ The guardians (if the pupil is under 18)
- ✓ The pupil (if they are 18 or older)
- ✓ The local Governing Body
- ✓ The local authority
- ✓ The pupil's social worker (where relevant)
- ✓ The Virtual School Head (where relevant).

10.2. The Headteacher must provide the reason for the cancellation. Guardians will be offered the opportunity to meet with the Headteacher to discuss the cancellation, which will be arranged without delay. On return to school the pupil will receive continued support for their behaviour.

11. The Governing Body

11.1. The Governing Body has a duty to consider the reinstatement of an excluded pupil. Where a reinstatement is considered, a panel will be convened comprising of three or more Governors or Trust members.

11.2. The Governing Body must comply with their statutory duties in relation to pupils with SEND in this process.

12. Managed moves

12.1. Application to our setting

12.1.1. Managed moves are used to initiate a process leading to a permanent transfer of a pupil to another mainstream school, as part of a behaviour management process.

12.1.2. Due to the specialist nature of our provision, managed moves are not applicable to our setting. All pupils at Kingsley Learning Foundation have education, health and care (EHC) plans and complex special educational needs. The statutory guidance clarifies that managed moves must comply with the School Admissions Code (unless the pupil has an education, health and care (EHC) plan).

12.1.3. As all our pupils have EHC plans, any transfer to another educational setting would be managed through the statutory EHC plan review and amendment process, working in partnership with the local authority, parents/carers, and relevant professionals. This ensures that:

- ✓ The pupil's complex needs continue to be met appropriately
- ✓ Any change of placement is made through the proper legal framework
- ✓ Parents/carers' views are fully considered as part of the statutory process
- ✓ The new setting is named in the EHC plan and has the specialist provision required

12.2. Alternative approaches for our pupils

12.2.1. Where concerns arise about a pupil's placement at our school, we will:

- a) **Convene an early annual review** of the pupil's EHC plan to discuss whether our provision continues to meet their needs
- b) **Work collaboratively** with the local authority, parents/carers, and other professionals to identify the most appropriate educational setting
- c) **Ensure any transition** is carefully planned and supported, with appropriate information sharing between settings
- d) **Follow the statutory process** for amending EHC plans where a change of named school is required

13. Considering the reinstatement of a pupil

13.1. The Governing Body will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of exclusion if:

- i. The exclusion is permanent
- ii. It is a suspension which would bring the pupils total number of school days of exclusion to more than 15 in a term
- iii. It would result in missing a public examination.

13.2. The Governing Body 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.

13.3. Where an exclusion would result in missing a public examination the reinstatement will be considered before the examination.

13.4. If requested to do so by guardians the Governing Body will consider the reinstatement of an excluded pupil within 50 school days of receiving the notice of exclusion if the pupil would be excluded from the school for more than 5 school days, but less than 15 in a term. The Governing Body can either:

- a) Decline to reinstate the pupil
- b) Direct the reinstatement of the pupil immediately or on a particular date.

13.5. In reaching the decision, the Governing Body will consider if the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed the legal duties. They will decide whether or not a fact is true based 'on the balance of probabilities' and will consider evidence in relation to the decision to exclude.

13.6. The clerk will take notes of the meeting which will make a record of the discussion and state clearly how decision has been reached, and a record of evidence considered will be kept. The outcome will be recorded on the pupil's educational file.

13.7. The Governing Body will notify, in writing, the Headteacher, guardians, Local Authority, Virtual School Head (if applicable), and Social Worker (if applicable) of its decision along with the reasons without delay.

- 13.8. Where an exclusion is permanent the Governing Body's decision will also include the following:
- i. The fact that it is permanent
 - ii. Notice of guardians' right for the decision to be reviewed by an independent review panel (IRP) and:
 - o The date by which an application for independent review must be made (15 school days from the date on which notice in writing of the Governing Body's decision is given to guardians)
 - o The name and contact details to whom an application for review must be submitted
 - o That a request to hold a remote access meeting can be made
 - o 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
 - o That guardians have the right to require the Trust to appoint a SEND expert to advise the panel
 - o That, if guardians 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.

13.9. Remote Hearings

- i. Guardians, or the pupil if they are 18 or over, have the right to request that the reinstatement meeting be held virtually (so it is carried out by electronic means, e.g. live video link).
- ii. Face-to-face meetings remain the default and should be encouraged. However, the Governing Body must arrange a remote hearing:
- iii. At the request of guardians; or
- iv. At the request of the pupil (if they are 18 or above); or
- v. If unforeseen or extraordinary circumstances cause the school to close.
- vi. Remote meeting requests by parents/carers can be refused if there are safeguarding concerns following a risk assessment which mean that a remote meeting won't allow full participation or can't be held fairly and transparently.
- vii. Where these extraordinary circumstances do not apply and guardians do not request a remote meeting, then the meeting must be held in person.
- viii. More than one friend or representative can be permitted to accompany the parents/carers and their child, though the Governing Body will consider what would be a reasonable limit on numbers attending the meeting.
- ix. The VSH and social workers can always join remotely, even if the hearing is being carried out face to face, if they can contribute effectively.

13.10. Conditions for holding remote hearings

- i. The Governing Body must be satisfied that the following conditions are met for remote access:
 - o All participants have access to technology which will allow them to hear, speak, see and be seen throughout the meeting
 - o All participants will be able to put across their point of view or fulfil their function
 - o The meeting can be held fairly and transparently.
- ii. This is especially important for hybrid meetings where some people are joining remotely.
- iii. If the Governing Body is not satisfied that a remote meeting can be held fairly and transparently, then they should consult with guardians to decide how a face-to-face meeting can be arranged.
- iv. Where technical difficulties that cannot be resolved prevent participants from holding the meeting fairly or transparently, the Governing Body will arrange a face-to-face meeting without delay.

14. Monitoring and analysing suspensions and permanent exclusions data

14.1. The Governing Body will review, challenge and evaluate the data on the school's use of suspension and permanent exclusion along with any off-site direction to alternative provision. These will be reported in Headteacher reports to Governors termly. The Governing Body will:

- ✓ **Carefully consider the levels and characteristics of pupils leaving the school, whether through permanent exclusion, removal from the admission register, off-site direction, or any other form of pupil movement, to ensure that such actions are taken only as a last resort when necessary**
- ✓ **Use "maximum challenge" to school leadership to understand these movements and identify any emerging patterns that may require further scrutiny or action**
- ✓ **Review** data on the separation of pupils for safeguarding purposes, where this approach is used
- ✓ **Consider** how effectively and consistently the school's behaviour policy is being implemented
- ✓ **Review** instances where pupils receive repeat suspensions
- ✓ **Evaluate** interventions in place to support pupils at risk of suspension or permanent exclusion
- ✓ **Analyse** 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
- ✓ **Examine** the characteristics of suspended and permanently excluded pupils, and why this is taking place
- ✓ **Review** any placements of pupils directed off-site into AP to assure that the education is achieving its objectives and that pupils are benefiting from it
- ✓ **Consider** the cost implications of directing pupils off-site.

14.2. The Governing Body will also consider understanding and making use of performance data in the following areas:

- Σ Pupil numbers, attendance and exclusions
- Σ Attainment and progress
- Σ Curriculum planning and class sizes

- Σ Financial management and governance
- Σ Quality assurance
- Σ Safeguarding and wellbeing
- Σ The school community, including staff, pupils, parents/carers, and the governing board

14.3. The Governing Body will build an evidence base from the most recent and accessible data to identify successes and root causes of issues and use data to benchmark and analyse trends to improve educational and financial outcomes.

15. Independent review

- 15.1. If guardians apply for an independent review within the legal timeframe, the Kingsley Learning Foundation Trust will, at their own expense, arrange for an independent panel to review the decision of the Governing Body not to reinstate a permanently excluded pupil.
- 15.2. Applications for an independent review must be made within 15 school days of notice being given to the guardians by the KLFT Governing Body 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. Any applications made outside of this timeframe will be rejected. Independent reviews can be held remotely at the request of guardians.
- 15.3. A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel:
- ☒ A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
 - ☒ Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
 - ☒ Headteachers or individuals who have been a headteacher within the last 5 years.
- 15.4. A person may not serve as a member of a review panel if they:
- ☒ Are a member/director of the KLFT
 - ☒ Are the Headteacher of the excluding school, or have held this position in the last 5 years
 - ☒ Are an employee, Director or Member of the KLFT, or the Governing Body, 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 KLFT, school, Governing Body, guardians or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality (though an individual must not be taken to have such a connection simply because they are employed by the Local Authority, a Trust, or as a Headteacher at another school/academy)
 - ☒ Have not had the required training within the last 2 years.
- 15.5. The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

- 15.6. Taking into account the pupil's age and understanding, the pupil or their guardians 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.
- 15.7. Where a SEND expert is present, the panel must seek and have regard to the SEND expert's view of how SEND may be relevant to the pupil's permanent exclusion.
- 15.8. Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.
- 15.9. Where a Virtual School Head is present, the panel must have regard to any representation made by the VSH of how any of the pupil'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.
- 15.10. Following its review, the independent panel will decide to do one of the following:
- ✓ Uphold the Governing Body's decision
 - ✓ Recommend that the Governing Body reconsiders reinstatement
 - ✓ Quash the Governing Body's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed).
- 15.11. 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.
- 15.12. 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 Governing Body at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Governing Body and that it ought to have considered if it had been acting reasonably.
- 15.13. If evidence is presented that the panel considers is unreasonable to expect the Governing Body 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 Governing Body reconsider reinstatement.
- 15.14. 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 Governing Body does not subsequently decide to offer to reinstate the pupil within 10 school days
 - ✓ Any information that the panel has directed the Governing Body to place on the pupil's educational record.

16. School registers

- 16.1. A pupil's name will be removed from the school admission register if:
- ☒ 15 school days have passed since the guardians were notified of the KLFT Governing Body decision to not reinstate the pupil and no application has been made for an independent review panel, or
 - ☒ The guardians have stated in writing that they will not be applying for an independent review panel.
- 16.2. Where an application for an independent review has been made within 15 school days, the Governing Body will wait until that review has concluded before removing a pupil's name from the register.
- 16.3. Where AP has been made for an excluded pupil and they attend it, code B (education off site) or code D (duel registration) will be used on the attendance register. Where excluded pupils are not attending AP, code E (absent) will be used.
- 16.4. While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately.

17. Returning from a suspension

- 17.1. The school will have a reintegration strategy for pupils following:
- ➡ A suspension
 - ➡ A cancelled suspension or permanent exclusion
 - ➡ When a permanent exclusion is overturned by the Governing Body.
- 17.2. While it is not a statutory requirement, the school recognises the importance of having a plan to help pupils return successfully to school life. There are no set rules about how long the reintegration period should last or what it should look like. Instead, the school will shape reintegration plans around the individual pupil's age, needs and behaviour.
- 17.3. Starting the reintegration process during the suspension period**
- i. Even though reintegration does not formally start until the pupil returns, it will be a continuation of the communication and support that the school provides while they are away. Elements of this support will flow naturally into the reintegration strategy. For example:
- Making sure the pupil and guardians understand the reasons for suspension will continue into making sure they understand what behaviour the pupil is expected to improve when they return
 - Providing the pupil with schoolwork over the suspension period will continue into providing the pupil with academic support to help them catch up when they are back in school
 - Maintaining regular contact over the suspension period will continue into checking in regularly with the pupil and guardians during reintegration
 - The school will begin the process of reintegration early to make the process of the pupil's return to school easier for all involved.

17.4. Supporting other pupils and staff

- i. Behaviour or incidents that have led to a pupil's suspension are often distressing for other pupils and staff. This is especially true when the behaviour was aggressive or involved bullying.
- ii. The school will check in with affected pupils and staff over the suspension period and put procedures in place to continue that support when the suspended pupil returns. The school will let them know when a suspended pupil will be returning to school so it will not be a surprise.

17.5. Organising the reintegration meeting

- i. The school will aim to organise the reintegration meeting on the first full day of suspension (or as soon as reasonably possible) to give guardians plenty of warning. The reintegration meeting will be arranged for the pupil's first day back to school.
- ii. A pupil's return to school must not be delayed or prevented due to the guardians or pupil being unable or unwilling to attend the reintegration meeting.

17.6. Working with external partners

- i. The school will seek appropriate external support at all stages of the suspension and reintegration process by:
 - ➔ Communicating with AP providers, behavioural professionals and other relevant professionals that the pupil is working with over the suspension to stay updated on their progress
 - ➔ Inviting external partners to share information at the reintegration meeting
 - ➔ Keeping up with external support providers following reintegration to keep in-school and out-of-school support consistent and share any ongoing concerns
 - ➔ Working with safeguarding partners.
- ii. It is the school's statutory duty to involve, as necessary, and share appropriate information with, the following parties in the reintegration process:
 - ➔ The local authority (LA), and the pupil's home LA
 - ➔ The local clinical commissioning group
 - ➔ The pupil's virtual school head (VSH) and/or social worker
 - ➔ Any counselling, behaviour support or special educational needs and disabilities (SEND) support that the pupil receives outside of school.

17.7. The police

- i. Safeguarding and the wellbeing of all pupils involved is especially important following incidents of child-on-child abuse. When reintegrating a pupil following an alleged incident, the Designated Safeguarding Lead will take a leading role and seek support from other agencies.

17.8. SEN support

- i. Pupils with special educational needs (SEN) are more likely to be suspended and may have specific needs for support during reintegration. The school will work with guardians, teachers and any external providers to identify these needs, making reasonable adjustments to the process as necessary.

- ii. If a pupil's behaviour does not improve through the reintegration process concerns will be raised during the annual review meeting or a more urgent meeting will be requested to address new concerns.

17.9. Creating the reintegration strategy

- i. The reintegration strategy will offer the pupil a fresh start and support them to:
 - ✓ Understand the impact of their behaviour on themselves and others
 - ✓ Meet the high expectations of behaviour in line with the school's behaviour policy
 - ✓ Foster a renewed sense of belonging within the school community
 - ✓ Build engagement with learning
 - ✓ The pupil may already have an existing behaviour or pastoral support plan in place. The school will use and adapt this plan where appropriate, rather than creating a new plan from scratch.

17.10. Setting targets to measure pupil progress

- i. The school will set targets that are:
 - ✓ Clear
 - ✓ Behavioural and academic, as appropriate
 - ✓ Discussed and agreed upon with the pupil and guardians during the reintegration meeting.
- ii. Targets will be SMART:
 - ✓ Specific – this helps the pupil understand what they are working towards
 - ✓ Measurable – using a system like RAG rating or scores out of 10 to record progress
 - ✓ Achievable – breaking targets down into small, achievable steps the pupil can work towards
 - ✓ Relevant – targets should be clearly related to the pupil's behaviour and what they want to achieve
 - ✓ Timely – setting targets to motivate pupils and help measure progress over time.
- iii. The reintegration plan will be kept to a single document to avoid confusion and will use plain, age-appropriate language.

17.11. Holding a reintegration meeting

- i. Following suspension, or cancelled suspension or exclusion, a re-integration meeting will be held involving guardians, the pupil, at least one member of the senior leadership group and other staff members as required. The school will use this meeting with the pupil and guardians to clearly explain the reintegration strategy, and as an opportunity to answer any questions they may have. The school will communicate to the pupil that they are valued, and their previous behaviour will not be seen as an obstacle to future success.
- ii. Where possible, the school will include guardians in the reintegration meeting. The school will communicate the importance of both the pupil and their guardians attending the meeting. However, the school will not:
 - Compel the pupil or guardians to attend the meeting
 - Refuse to let the pupil return to school if they or their guardians do not attend the meeting
 - Extend the suspension or off-site period if a meeting time cannot be arranged.

- iii. If guardians do not attend, the school will send them a copy of the meeting notes and reintegration plan, as well as details of how they can access any support (for example, mentoring or counselling services).
- iv. The school may invite those directly involved in the reintegration process to the meeting. These people might include:
 - o The class teacher or a learning support assistant, who will be working closely with the pupil on a daily basis
 - o The pastoral lead, mental health lead or therapists
 - o The Designated Safeguarding Lead
 - o Someone from the AP that the pupil attended during suspension.

17.12. What the meeting will cover

- v. The meeting will discuss:
 - o Reasons for the pupil's negative behaviour – using the meeting to find out any context that was not previously known and to establish whether there is an unmet need that the school can offer support for
 - o The pupil's targets – involving the pupil in setting their own targets to give them ownership over the situation
 - o The support the school will offer – for example, strategies and interventions, support, in-house pastoral services, specialist SEN support, and which staff members will be working with the pupil
 - o The support available outside of school – directing guardians to support that they can access, such as support schemes run by the LA, local mentoring groups, support available through the NHS, and SEN support available outside of school
 - o SEN support, as appropriate – explaining what SEN support involves and how the school will deliver it
 - o The school will agree and adapt the strategy together with the pupil and guardians. The pupil may be asked to sign the plan or a behaviour contract to give them a sense of ownership over the process.

17.13. Holding frequent check-ins

- i. When the pupil is back in school, the school will meet with them regularly to discuss how they are progressing with their targets. These do not have to be formal meetings, for example, their class teacher could chat with them at the start of the day. However, some pupils may benefit from the structure of a regularly scheduled meeting.
- ii. The school will chat to the pupil about any challenges they have faced settling back into school and will use these meetings to check that the reintegration plan is working for the pupil. If it is not, the school will adapt it as necessary.

17.14. Reduced timetables

- iii. Reduced or part-time timetables can help a pupil transition back to school life but will be used for as short a time as possible and only in very exceptional circumstances. The school will not make it part of the reintegration strategy by default.

- iv. 'Very exceptional circumstances' generally refers to pupils who the school thinks would not be able to cope with an immediate return to full-time education, or those who have a specific need for a reduced timetable (for example, a medical condition that prevents them from attending full-time education).
- v. The school will consider each case separately and agree on the length of time a reduced timetable will be used with guardians and other appropriate professionals.
- vi. Any reduced timetable will:
 - o Include details of interventions
 - o Contain a set end-date when the pupil is expected to return to full-time education
 - o Include a set of target outcomes and an exit strategy
 - o Have formal arrangements to regularly review it with the pupil and guardians
 - o Never be used as a method to manage behaviour.
- vii. This will determine the measure to be implemented on the pupils return to school. The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, guardians, and other relevant parties.

18. Monitoring arrangements

- i. The school will collect data on the following:
 - o Attendance
 - o Permanent exclusions
 - o Suspensions
- ii. The data will be analysed termly by the Headteacher who will report back to the Governing Body.

19. Review

- i. The Trust Board has overall responsibility for the adoption, review and amendment of this policy which may be delegated. The policy will be reviewed at least annually.