

Suspension & Permanent Exclusion Policy

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POLICY LEAD: Executive Principal

APPROVED BY: Trustees



Excellence



Equity



Empowerment

DOCUMENT CONTROL

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This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice		
Policy Lead / Author	Executive Principal / K. Wright	
Version Number	Date Issued	Updated Information
V2	October 2023	• Allow remote access to Local Governing Body (LGB) meetings and Independent Review Policies (IRPs) • Parents/carers can request for the meeting to be held remotely although it is preferable that they are held face to face. Principals should inform parents/carers of this option. • Meetings can also be held remotely in the case of unforeseen or extraordinary circumstances e.g. academy closures due to floods, fires, infectious diseases • If the meeting is to be held remotely the Local Governing Body and arranging authorities should ensure that all participants have the technology which will allow them to hear, speak, see and be seen so they can participate fully. • In the case of remote meetings, the meetings must be held fairly and transparently. If this is not possible, the meeting must be arranged as a face-to-face opportunity. • Social workers and Virtual Headteachers should be able to join remotely even when all other parties are meeting face to face • Rules have been tightened around cancelling suspensions / exclusions to further protect students from off-rolling Principals can now cancel exclusions that have not yet started. (Previously they could only cancel them once they had started). • Where an exclusion is cancelled the principal must notify: ◦ Parents/carers; or the student, if they are 18 or older

		○ The Local Governing Body ○ The Local Authority ○ The student's social worker (where relevant) ○ The Virtual School Headteacher (where relevant) • The headteacher must provide all parties with the reason for cancellation. Students should be reintegrated without delay. • All days out of school will count as a suspension. These will count towards the maximum of 45 days in a school year that a student can be suspended in any school year. • Clarity on timelines for the Local Governing Body to meet to consider representations • The new guidance states that when students have been excluded for any more than 15 days, including 15.5 days in a term, the LGB must consider reinstatement within 15 days • If a looked after child is suspended the academy principal should make every effort to speak with the VHT to inform them of the suspension. • If a student is 18 years old or above, they should be involved in the process, not their parents/carers • When the LGB is considering the reinstatement of a student, the clerk should be present to make a record of the discussion, which should state clearly how decisions have been reached.
V3	October 2024	• This policy has been updated to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil/student
V4	October 2025	• Added for clarity - This is not an exhaustive list – 'each case will be considered on its individual merits'. • Added for clarity for modified timetables- Modified timetables will not be used as a tool to manage behaviour. They should only be used in exceptional circumstances and as part of a planned reintegration or where it is in the student's best interests for their health and wellbeing. The academy will monitor the use of

		modified timetables to ensure they are not being used inappropriately and that no groups of students are disproportionately affected. Added for clarity - The data will be analysed at every LGB meeting and every Trust Curriculum & Standards meeting
V5	September 2026	- Updated in line with the DfE Suspension and Permanent Exclusion Guidance (July 2026). - Added new provisions for off-site direction, managed moves and safeguarding separation. - Strengthened requirements relating to SEND, vulnerable pupils, pupil voice and parental support. - Enhanced governance monitoring and oversight of exclusions, pupil movement and alternative provision. - Added new appendices to support statutory compliance and record keeping.

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1. Aims

The main aim of this policy is to inform the academy's use of suspension and permanent exclusion as a sanction for serious breaches of the Behaviour and Rewards Policy. These may include: -

- Dangerous and/or disruptive behaviour
- Issues relating to misuse of substances/weapons
- Physical assault against pupils/students or staff
- Racial abuse or other forms of bullying/discrimination
- Threatening behaviour
- Verbal abuse
- Sexual abuse or assault
- Theft
- Persistent disruption to learning and teaching
- Disrespectful and/or defiant behaviour
- Unacceptable behaviour which has previously been reported and where sanctions have been unsuccessful in modifying behaviour
- Persistent refusal to follow the academy's uniform policy

(NB: This is not an exhaustive list each case will be considered on its individual merits.)

We are committed to following all statutory suspension/exclusion procedures to ensure that every pupil/student receives an education in a safe and caring environment.

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

Our academy aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils/students understand the exclusions process
- Academy staff will ensure that parents/carers understand their rights, assist them in understanding the process (e.g. provide translation services) and do all that they can to communicate with any parents/carers who are hard to reach.
- Ensure that students/pupils in academy are safe and happy
- Prevent students/pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawful, fair, proportionate and procedurally fair.

2. A note on off rolling

'Off rolling' is a form of gaming and occurs where an academy makes the decision, in the interests of the academy and not the student/pupil, to:

- Remove a student/pupil from the academy roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the academy roll, or
- For Post 16 provision, encourage a sixth-form student not to continue with their course of study, or
- Retain a student/pupil on the academy roll but does not allow them to attend the academy normally, without a formal permanent exclusion or suspension
- Moving a student/pupil to off-site AP where this is not in their best interests
- Intentionally removing a student/pupil from the school roll without correctly following regulations.

Accordingly, we will not suspend or exclude a student/pupil unlawfully by telling or forcing them to leave or not allowing them to attend academy without following the statutory procedure contained in

the [Academy Discipline \(Student Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

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

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

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

Legislation and statutory guidance

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE Statutory Guidance, July 2026 – effective from 26 July 2026)

It also references Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026

It is based on the following legislation, which outlines schools' powers to exclude students/pupils:

- **Section 51a of the Education Act 2002, as amended by the Education Act 2011**
- The Academy Discipline (Student 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 student/pupils
- Section 579 of the [Education Act 1996](#), which defines 'academy day'
- The [Education \(Provision of Full-Time Education for Excluded students/pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded students/pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [Academy Inspection Handbook](#), which defines 'off rolling'

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

3. Definitions

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

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

Off-site direction – where the governing body, academy trust or management committee requires a student/pupil to attend another education setting on a temporary, time limited basis to improve behaviour, in accordance with the Education (Educational Provision for Improving Behaviour) Regulations and associated statutory guidance.

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

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

Managed Move – when a student/pupil is transferred to another academy permanently. All parties, including parents/carers and the admission authority for the new academy, should consent before a managed move occurs. Managed moves should not be used as a trial move to another school. A managed move should be used to initiate a process leading to a permanent transfer of a pupil to another mainstream school, as part of a behaviour management process.

Safeguarding separation – is when a pupil/student is temporarily forbidden from attending the school premises in order to separate two or more pupils for safeguarding purposes. This is not considered an exclusion on disciplinary grounds and should only be used in "rare circumstances" when separating pupils is essential and there isn't a practical way to allow one or more pupils involved to remain on school premises.

4. Roles and responsibilities

4.1 The Principal

Deciding whether to suspend or exclude

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

The decision to exclude a pupil/student permanently is a very serious one. There are two main types of situations in which permanent exclusion may be considered -

- The first is a final, formal step in a concerted process for dealing with disciplinary issues following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student/pupil for a first or 'one off' offence. Each exceptional circumstance would be considered carefully by the principal, and at their discretion, a student/pupil can be excluded for:
 - Bringing, supplying or consuming an illegal drug on the academy site
 - Very serious, actual violence against another student/pupil or member of staff.
 - Sexual abuse or sexual assault.
 - Carrying an offensive weapon (*Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with them for such use by them.")
 - Arson

This is not an exhaustive list.

The academy will consider police involvement for any of the above offence.

A decision to suspend a student/pupil will be taken only:

- In accordance with the academy's behaviour and rewards policy
- To provide a clear signal of what is unacceptable behaviour
- To show a student/pupil that their current behaviour is putting them at risk of permanent exclusion

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

A decision to exclude a student/pupil will be taken only:

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

- If allowing the student/pupil to remain in academy would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a student/pupil, the 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 student/pupil to give their version of events
- Consider whether the student/pupil has special educational needs (SEN)
- Consider whether the student/pupil is especially vulnerable (e.g. the student/pupil has a social worker or is a looked-after child (LAC), is a student/pupil with a SEND or a student/pupil with protected characteristics under the Equality Act. Where a looked-after child is at risk of suspension or permanent exclusion, the academy will consider:
 - How effectively the current Personal Education Plan (PEP) is being implemented
 - Whether an interim PEP review needs to be called
 - How the school is using Pupil Premium Plus
- Consider whether all alternative solutions have been explored, such as:
 - For suspensions, detentions or other sanctions provided for in the behaviour policy
 - For exclusions, off-site direction or managed moves

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

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

The principal will not reach their decision until they have heard from the student/pupil and will inform the student/pupil of how their views were considered when making the decision.

Informing parents/carers (or the student/pupil where they are 18 or older)

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

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

Parent information support:

Where a student/pupil is suspended, permanently excluded, or subject to exclusion procedures, parents/carers will be provided with information about their rights and access to independent advice and support services. This will include signposting to the Department for Education's *Exclusions Guidance for Parents*, the local *Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)*, *Coram Child Law Advice*, and the *Independent Provider of Special Education Advice (IPSEA)*. The academy will make reasonable efforts to ensure that parents/carers understand the exclusions process and are aware of the support available to help them participate fully in any representations, review meetings, or appeals.

The parents/carers/student/pupil 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'/student's/pupil's right to make representations about the suspension or permanent exclusion to the governing body and, where the student/pupil is attending alongside parents/carers, how they may be involved in this

- How any representations should be made
- Where there is a legal requirement for the governing body to hold a meeting to consider the reinstatement of a student/pupil, and that parents/carers/the student/pupil have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parent/carers/the student/the pupil has the right to request that the meetings be held remotely, and how and to whom they should make this request
- If the student/pupil is of compulsory academy age, the 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 academy 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 student/pupil needs in order to identify the person they should report to on the first day

If the 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 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 academy reserves the right to provide the information with less than 48 hours' notice, with parents/carers' consent.

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

Informing the local governing body (LGB)

The principal will, without delay, notify the governing body of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student/pupil
- Any suspension or that would result in the student/pupil being suspended or for a total of more than 5 academy days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the student/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 principal will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

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

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

Informing the student/pupil's social worker and/or virtual academy head (VSH)

If a:

- **Student/pupil with a social worker** is at risk of suspension or permanent exclusion, the principal will inform **the social worker** as early as possible
- **Student/pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the principal will inform **the VSH** as early as possible

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

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

- They have decided to suspend or permanently exclude the student/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 student's/pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing body about the suspension or permanent exclusion. This is so they can provide advice on how the student's/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 student's/pupil's welfare are considered.

Cancelling suspensions and permanent exclusions

The 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 governing body. Where there is a cancellation:

- The parents/carers (or the student/pupil if they are 18 or older), governing body 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 governing body's duty to hold a meeting and consider reinstatement ceases
- Parents/carers (or the student/pupil if they are 18 or older) will be offered the opportunity to meet with the principal to discuss the cancellation, which will be arranged without delay
- The student/pupil will be allowed back in academy without delay

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

A permanent exclusion cannot be cancelled if the student/pupil has already been excluded for more than 45 academy days in an academy 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 5 days of a suspension, if the student/pupil is not attending alternative (AP) provision, the principal will take steps to ensure that achievable and accessible work is set and marked for the student/pupil. Online pathways such as Google Classroom and Oak Academy may be used for this. If

the student/pupil has a special educational need or disability, the principal will make sure that reasonable adjustments are made to the provision where necessary.

If the student/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 student/pupil, including the use of online pathways.

4.2 The Local Governing Body

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to members of the local governing body (LGB) consisting of at least 3 governors.

The members of the LGB have a duty to consider parents/carers'/the student's/pupil's (if they are 18 or older) representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student/pupil (see sections 5 and 6) in certain circumstances.

Parents/carers may be accompanied by more than one friend or representative. The governing body will consider what constitutes a reasonable limit on numbers attending the meeting.

Responsibilities regarding exclusions are delegated to nominated members of the LGB. Three members is considered as expected practice, but two governors only can be involved, if applicable.

The nominated members of the LGB have a duty to consider parents/carers'/the student's/pupil's (if they are 18 or older) representations about a suspension or permanent exclusion. They have a duty to consider the reinstatement of a suspended or permanently excluded student/pupil (see sections 5 and 6) in certain circumstances.

The governing body does not have to arrange such provision for students/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

Part-time timetables will not be used as a tool to manage behaviour. They should only be used in exceptional circumstances and as part of a planned reintegration or where it is in the pupil's best interests for their health and wellbeing.

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

The governing body will consider:

- How effectively and consistently the academy's behaviour policy is being implemented
- The academy registers and absence codes
- Instances where students/pupils receive repeat suspensions
- Interventions in place to support students/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 students/pupils, and why this is taking place
- Whether the placements of pupils/students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students/pupils are benefiting from it
- The cost implications of directing students/pupils off-site

What the governing body will monitor

The governing body will regularly monitor and scrutinise the academy's use of pupil movement and alternative arrangements to ensure that they are lawful, proportionate, and in the best interests of students/pupils. This will include reviewing the use and impact of:-

- safeguarding separation arrangements,
- monitoring pupils who are removed from the academy roll,
- evaluating the effectiveness and outcomes of off-site direction placements,
- and considering whether pupil movement is being used fairly and proportionately across different groups of students/pupils, particularly those who are vulnerable or have protected characteristics.

The governing body will also analyse patterns relating to pupils with Special Educational Needs and Disabilities (SEND) to identify any disproportionate impact and will review the effectiveness of reintegration arrangements following periods of off-site direction to ensure that pupils are successfully supported in returning to mainstream education.

The governing body should carefully consider the levels and characteristics of students/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. They should challenge academy leadership to understand these movements and identify any emerging patterns. The governing body should also review data on the separation of students/pupils for safeguarding purposes, where this approach is used.

4.3 The Local Authority (LA)

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

For pupils/students 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.

5. Off-Site Direction and Managed Moves

Off-site direction

Off-site direction may be used by the academy as a temporary intervention to support a student/pupil whose behaviour is placing their education, welfare, or the education and welfare of others at risk.

Off-site direction is **not a punishment** and will only be used where it is considered an appropriate measure to improve behaviour and support successful engagement in education.

Before any placement is agreed, the academy will identify and record clear objectives, expected outcomes, and the proposed duration of the placement. Parents/carers will be provided with written notification of the placement as soon as practicable and no later than 2 school days before the placement begins, including the reasons for the decision, the address of the alternative provision, the objectives of the placement, and the arrangements for monitoring progress and reviewing its effectiveness.

Before any off-site direction or managed move is agreed, the academy must be able to evidence that appropriate initial intervention has been carried out, including where relevant:

- In-school behaviour support
- Pastoral interventions
- Multi-agency support
- Any statutory assessments (e.g. EHC needs assessment)

Review meetings will be scheduled at appropriate intervals throughout the placement and whenever there is a significant change in circumstances, which parents/carers will be invited to attend and may request where concerns arise.

The academy will work with the pupil, parents/carers and the alternative provider to develop and implement a reintegration plan to support a successful return to mainstream academy education. Where a pupil has an Education, Health and Care (EHC) Plan, the local authority will be involved, as required, in planning, monitoring and reviewing the placement.

Appropriate information sharing between the academy, parents/carers, alternative provider and any relevant agencies will take place before the placement begins to ensure that educational, safeguarding and welfare needs are fully understood and supported throughout the period of off-site direction.

Managed Moves

Managed moves are permanent and should not be used as a trial move to another school. A managed move is used to initiate a process leading to a permanent transfer of a student/pupil to another mainstream school, as part of a behaviour management process.

The School Admissions Code must be followed for managed moves.

A student/pupil must not be permanently excluded because of an unwillingness by the pupil and/or their parents/carers to agree to a managed move (unless the pupil has an education, health and care (EHC) plan). This means that:

- Managed moves cannot bypass normal admissions rules. The admission authority must apply its published oversubscription criteria. A student/pupil cannot jump ahead of others on a waiting list unless they meet the criteria more closely

Before a managed move:

- The original school should involve the student/pupil, supporting them to share their views and considering these as part of the decision-making process
- The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments
- The original school and the new school must make sure that relevant information is shared between them and the LA as appropriate, including:
 - Safeguarding information
 - Data on prior and current attainment
 - Academic potential
 - A current risk assessment
 - Advice on effective ongoing risk management and/or other student/pupil support strategies
 - Behaviour information
 - Any other relevant details, including personal details, parent/carer details

Following a managed move, the original school will delete the student's/pupil's name from their admission register as it will be added to the new school's admission register.

Where a managed move follows a period of off-site direction, the student/pupil will already have been registered at the school where they are receiving education off-site. In these circumstances, the deletion from the original school's register only takes place when the move becomes permanent. The pupil should be registered at one school only.

For LAC / students or pupils with a social worker, the school will make the following people aware when the academy begins to contemplate a managed move:

- The social worker
- Your DSL
- The pupil's parents/carers, unless this would lead to safeguarding risks
- The virtual school head (VSH), if the child is looked after. (If it is decided that a managed move is in the pupil's best interests, the original school and new school should make sure any personal education plan (PEP) the pupil has is reviewed and amended to take account of the move).

The LA must be informed if the student/pupil has an EHCP.

Updated guidance specifies that the notice must include the following information:

- The address where the educational provision will be provided
- The person the pupil should report to when they first attend the provision
- The number of days the requirement is to be imposed
- The reasons for, and objectives of, imposing the requirement; and in relation to the educational provision:
 - Where 2 sessions per day are provided, what time the morning session starts, the afternoon session ends and the break between them starts and ends, or
 - Where a single session per day is provided, what time the session starts and ends

****The points above also apply to off-site direction.**

6. Considering the reinstatement of a student/pupil

The LGB representatives will consider and decide on the reinstatement of a suspended or permanently excluded student/pupil within 15 academy days of receiving the notice of the suspension or exclusion if:

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

Where the student/pupil has been suspended, and the suspension does not bring the student's/pupil's total number of days of suspension to more than 5 in a term, the LGB representatives must consider any representations made by parents/carers/the student/pupil (if they are 18 or older). However, it is not required to arrange a meeting with parents/carers/the student/pupil and it cannot direct the principal to reinstate the student/pupil.

Where the student/pupil has been suspended for more than 5, but not more than 15 academy days, in a single term, and the parents/carers/student/pupil make representations to the body, the LGB representatives will consider and decide on the reinstatement of a suspended student/pupil within 50 academy days of receiving notice of the suspension. If the parents/carers/student do not make representations, the body is not required to meet, and it cannot direct the principal to reinstate the student/pupil.

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

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

- Parents/carers, or the student/pupil if they are 18 or older (and, where requested, a representative or friend)
- The student/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 principal
- The student/pupil's social worker, if they have one
- The VSH, if the student/pupil is looked after

Governing body meetings can be held remotely at the request of parents/carers, or students/pupils if they are 18 or older. See section 9 for more details on remote access to meetings. Parents/carers should make the request in writing or by email, with at least 48 hours' notice. The governing body may

refuse a request for a remote meeting if, following a risk assessment, there are safeguarding concerns that mean a remote meeting would not allow full participation or cannot be held fairly and transparently.

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.

The LGB can either:

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

In reaching a decision, the LGB representatives will consider:

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

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 student/pupil's educational record, and copies of relevant papers will be kept with this record until the student/pupils 25th birthday.

The LGB representatives notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers, or the student/pupil if they are 18 or older
- The principal
- The pupil's /student/pupils' social worker, if they have one
- The VSH, if the student/pupil is looked after
- The local authority
- The student's/pupil's home authority, if it differs from the academy's

Where an exclusion is permanent and the LGB representatives have decided not to reinstate the student/pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents/carers'/the student's/pupil's (if they are 18 or older) 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 academy days from the date on which notice in writing of the governing body'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 student's/pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded student/pupil has recognised SEN, parents/carers have a right to require the academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review

- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place
- The governing body's decision is final unless it is challenged through an Independent Review Panel (IRP).

7. Independent review

If parents/carers/the student/pupil (if they are 18 or older) apply for an independent review within the legal timeframe, the academy 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 student/pupil.

Applications for an independent review must be made within 15 academy days of notice being given to the parents/carers/student by LGB representatives of its decision to not reinstate the pupil/student or, if after this time, within 15 academy 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 parents/carers/students. 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 academy governor category, and 2 members will come from the principal 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 academy in a paid capacity, disregarding any experience as an academy governor or volunteer
- Current or former 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 principals during this time
- Principals or individuals who have been a principal within the last 5 years
- A person may not serve as a member of a review panel if they:
 - Are a member or trustee of the academy trust of the excluding academy
 - Are the principal of the excluding academy, or have held this position in the last 5 years
 - Are an employee of the academy trust, or the governing body, of the excluding academy (unless they are employed as a principal at another academy)
 - Have, or at any time have had, any connection with the academy trust, academy, governing body, parents/carers or student/pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
 - Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

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

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

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

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

Following its review, the independent panel will decide to do 1 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)

New evidence may be presented, though the academy 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 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.

If evidence is presented that the panel considers it 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.

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 student/pupil within 10 academy days
- Any information that the panel has directed the governing body to place on the student's/pupil's educational record

8. Academy registers

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

- 15 academy days have passed since the parents/carers/student (if they are 18 or older) were notified of the LGB representatives' decision to not reinstate the student/pupil and no application has been made for an independent review panel, or
- The parents/carers/student 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 academy days, the governing body will wait until that review has concluded before removing a student's/pupil's name from the register.

While the pupil's/student's name remains on the academy's admission register, the student's/pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an

excluded student/pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

Making a return to the LA

Where a pupil's /student/pupils' 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 student/pupils' full name
- The full name and address of any parent/carer with whom the student/pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the student/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 academy the student/pupil will attend, including the name of that academy and the first date when the student/pupil attended or is due to attend there, if the parents/carers have told the academy the student/pupil is moving to another academy
- Details of the student/pupil's new address, including the new address, the name of the parent/carer(s) the student/pupil is going to live there with, and the date when the student/pupil is going to start living there, if the parents/carers have informed the academy that the student/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 student's/pupil's name.

9. Returning from a suspension

9.1 Reintegration strategy

Following a suspension, cancellation of an exclusion, off-site direction placement or period of separation for safeguarding purposes, the academy will implement a reintegration strategy

Where necessary, the academy will work with third-party organisations to identify whether the pupil/student 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/student:

- Maintaining regular contact during the suspension or off-site direction and welcoming the student/pupil back to academy
- Daily contact in the academy with a designated pastoral professional
- Mentoring by a trusted adult, which may involve weekly meetings with someone for the year or inclusion team.
- Regular reviews with the pupil/student and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil/student, parents/carers and staff of potential external support
- Modified timetables will not be used as a tool to manage behaviour. They should only be used in exceptional circumstances and as part of a planned reintegration or where it is in the student's/pupil's best interests for their health and wellbeing. The academy will monitor the use of modified timetables to ensure they are not being used inappropriately and that no groups of student's/pupils are disproportionately affected.

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

9.2 Reintegration meetings

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

The student/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 students/pupils and their parents/carers to attend their reintegration meeting, but pupils/students' who do not attend will not be prevented from returning to the classroom.

10. Remote access to meetings

Parents/carers, or students/pupils if they are 18 or older, can request that a governing body meeting, or independent review panel be held remotely. If the parents/carers/students/pupils do not express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

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

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

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

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

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

11. Monitoring arrangements

The academy 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/students, governors/trustees and other stakeholders on their perceptions and experiences
- The data will be analysed at every LGB meeting and every Trust Curriculum & Standards meeting

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

- At academy level
- By age group
- By time of day/week/term

- By cohort characteristics

The academy 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 students/pupils are identified by this analysis, the academy will review its policies in order to tackle it.

The multi-academy trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

This policy will be reviewed annually.

12. Separation for Safeguarding Purposes

In exceptional circumstances, where it is necessary to protect the welfare, safeguarding, or safety of pupils or staff, the academy may require a pupil to be educated away from the academy site or temporarily prevent their attendance while safeguarding concerns are addressed. Such action is **not a suspension or permanent exclusion** and will not be recorded as such.

Any decision to separate or 'temporarily forbid' two or more students/pupils for safeguarding purposes will be considered on a case-by-case basis, be proportionate to the identified risk, and be led by the Designated Safeguarding Lead (DSL) in consultation with relevant professionals where appropriate. This will only be used in rare circumstances and only when separating students/pupils is essential, and there isn't a practical way to allow those involved to remain on academy premises.

Parents/carers will be informed without delay of the reasons for the decision, the arrangements being made, and the support available to the pupil. The Governing Body will be notified of any such arrangements through the academy's safeguarding and behaviour monitoring processes.

Where a student/pupil is unable to attend the academy, appropriate educational provision and support will be considered to minimise disruption to learning. The academy will regularly review the necessity and duration of any safeguarding separation, with the aim of reintegrating the pupil as soon as it is safe and appropriate to do so. All decisions will be made in accordance with the academy's safeguarding duties and will comply with the requirements of the Equality Act 2010, the Human Rights Act 1998, and relevant statutory guidance on behaviour, exclusion, and safeguarding.

While the pupil is separated for safeguarding purposes, the academy will record attendance appropriately:

- Code Y7 (unable to attend due to unavoidable cause) will be used where the student/pupil is not attending alternative provision
- Code K will be used for sessions where the pupil attends alternative provision arranged by the LA
- Code E (exclusion) will NOT be used as this is not a suspension or exclusion.

13. Links with other policies

This policy is linked to our:

- Behaviour & Rewards policy (this outlines approaches to behaviour management prior to suspension and permanent exclusion)
- SEND policy & SEN information report.
- Equality & Diversity Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education (KCSIE)

Appendix 1: independent review panel training

The role of an independent review panel is to review the governing body's decision not to reinstate a permanently excluded student/pupil.

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

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of principals, governing body 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.

A summary of the governing board's duties to consider reinstatement⁶²⁶³⁶⁴

Conditions of exclusion

Governing board duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous exclusions, will take the pupil's total number of days out of school above 15 for a term. This includes suspensions that total 15.5 days
- It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test*

↓ Yes

The governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion.⁶³⁶²

*If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.⁶⁴⁶⁴

↓ No

Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

↓ No

The governing board must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

Yes

Has the parent made representations?

↓ Yes

The governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

↓ No

The governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.

⁶² Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶³ The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶⁴ The ability for a chair to review in the case of public exams refers only to maintained schools.

Appendix 2: Off-site Direction Proforma

Part A: Initial decision and planning

Student/pupil details

Name: _____

Year Group: _____

DOB: _____

Has EHC Plan? ☐ Yes ☐ No

Has Social Worker? ☐ Yes ☐ No

Is Looked After? ☐ Yes ☐ No

LA inclusion team consulted (if applicable) ☐

Date: _____

Any local requirements identified: _____

Decision date: _____

Decision made by: ☐ Governing Body ☐ Academy Trust ☐ Management Committee

Evidence of prior Intervention (You must evidence that appropriate initial intervention has been carried out)

Intervention Type	Date(s)	Outcome	Evidence Location
In-school support			
Pastoral intervention			
Multi-agency support (including safeguarding)			
Statutory assessments			
Other:			

Student/pupil Voice

How has the student/pupil been supported to share their views?

Summary of student/pupil's views:

How have these views been considered in the decision-making process?

Best interests assessment Is this placement in the student's/pupil's best interests?

☐ Yes ☐ No

Consider:

- Student/pupil's individual needs: _____

- Age, ability and aptitude: _____

- Any SEND: _____

- How the placement will support them effectively: _____

Alternative Provision /School details

➤ Provider Name: _____

➤ Address: _____

➤ Contact Person: _____

➤ Contact Number: _____

➤ Provider has been quality assured: ☐ Yes ☐ No

➤ Provider meets quality standards: ☐ Yes ☐ No

Placement agreement (Must be agreed upfront with AP provider/ School)

Element	Details
Nature of intervention	
Daily schedule (number of sessions)	
Session start/end times (including breaks if 2 sessions per day)	
Proposed maximum length of placement	Start: _____ End: _____
Clear objectives	
Timeline to achieve objectives	
How progress will be monitored	
How progress will be evaluated	
Arrangements to support reintegration/post-16 transition	

Curriculum provision Will the student/pupil receive a broad and balanced curriculum?

☐ Yes ☐ No

Details: _____

If the student has an EHCP, confirmation that the AP/School can meet the provision outlined in Section G of the EHCP.

☐ Yes ☐ No

Part B: Notification Requirements

LEGAL DEADLINE: Written notice must be sent no fewer than 2 school days before placement starts

Notice Sent Date: _____ Placement Start Date: _____

Notice sent to:

- ☐ Parents/carers (MANDATORY)
- ☐ LA (if student/pupil has EHC plan - MANDATORY)
- ☐ Student/pupil (if 18 or over)

Notice must include:

- ☐ Address of the provision
- ☐ Session start/end times (including breaks where 2 sessions provided)
- ☐ Name of staff member student/pupil must report to on day 1
- ☐ Reasons for the placement
- ☐ Objectives of the placement
- ☐ Number of days the direction covers

Information shared with AP before placement starts:

- ☐ Data on prior and current attainment
 - ☐ Academic potential
 - ☐ Current risk assessment
 - ☐ Advice on effective ongoing risk management
 - ☐ Other student/pupil support strategies
 - ☐ All safeguarding information (e.g. Historic/current safeguarding concerns, contact details for DSL and any relevant multi-agency involvement)
 - ☐ Behaviour information
 - ☐ Any other relevant details, including personal details, parent/carer detail
-

Part C: Review Schedule

Review Frequency: (Decide on case-by-case basis) _____

Review Number	Scheduled Date	Actual Date	Attendees	Outcomes
1				
2				
3				
4				

Each review must consider:

- ☐ How well the placement is achieving its objectives
- ☐ How the student/pupil is benefiting from the placement
- ☐ How long the placement should last
- ☐ How the placement will end (including whether alternative options such as managed move are appropriate)

Parent request for review Parents (and LA where student/pupil has EHC plan) can request a review meeting in writing.

Request received:

☐ Yes

☐ No

Date: _____

LEGAL REQUIREMENT: Must comply with request as soon as reasonably practical, unless there's already been a review in the previous 10 weeks.

Review meeting scheduled for: _____

Part D: Placement Conclusion

Placement end date: _____ Placement ended with:

- ☐ Planned return to school
- ☐ Transition to post-16 destination
- ☐ Agreed managed move to new school

If returning to school:

Final report received from AP:

- ☐ Academic progress

- ☐ Attendance records
- ☐ Evidence of change in behaviour

Reintegration plan created: ☐ Yes ☐ No

Reintegration meeting scheduled: _____

Attendees:

☐ Student/pupil

☐ Parents

☐ School staff

☐ Other: _____

Support measures in place:

- ☐ Pastoral interventions
- ☐ Mentoring by trusted adult
- ☐ Regular progress reviews
- ☐ SEND/health needs assessment
- ☐ Other: _____

If transitioning to Post-16: Plan in place for successful transition? ☐ Yes ☐ No Details:

Registration status updated:

- ☐ Student/pupil removed from dual registration (Code D)
- ☐ Student/pupil returned to single registration at this school
- ☐ Student/pupil transferred to new school (managed move)

Completed By: _____ Date: _____ Signature: _____

Review meeting record

Review meeting number: _____

Date: _____

Attendees:

- ☐ How well the placement is achieving its objectives

-
-
-
- ☐ How the student/pupil is benefiting from the placement

-
-
-
- ☐ How long the placement should last

-
-
-
- ☐ How the placement will end (including whether alternative options such as managed move are appropriate)

Outcomes:

Next steps:

Date of next meeting: _____

Signed:

Original school:

Placement school:

Virtual school, Social Care/LA representative (as appropriate):

Summary of Key Legal Timeframes

Intervention	Key Timeframe	Legal Requirement
Off-Site Direction	Written notice at least 2 school days before placement starts	MANDATORY
Off-Site Direction	Review meetings - no set frequency but must be regular	Case-by-case
Off-Site Direction	Parent-requested review - comply as soon as reasonably practical (unless review in previous 10 weeks)	MANDATORY

Appendix 3: Managed Move Proforma

Part A: Initial consideration and notification

Student/pupil Details

- Name: _____
- Year Group: _____ DOB: _____
- Has EHC Plan? ☐ Yes ☐ No
- Has Social Worker? ☐ Yes ☐ No
- Is LAC? ☐ Yes ☐ No
- Is PLAC? ☐ Yes ☐ No

EARLY NOTIFICATION REQUIREMENTS (for students/pupils with social worker)

LEGAL REQUIREMENT: Notify relevant parties as soon as you start contemplating a managed move

Date Contemplation Began: _____

Notifications Sent:

- ☐ Social worker (MANDATORY) - Date: _____
- ☐ DSL (MANDATORY) - Date: _____
- ☐ Parents/carers (unless safeguarding risks) - Date: _____
- ☐ Virtual School Head (if LAC - MANDATORY) - Date: _____

Safeguarding Risk Assessment: Would notifying parents create safeguarding risks? ☐ Yes ☐ No If yes, explain: _____

Part B: Evidence of prior intervention

You must evidence that appropriate initial intervention has been carried out

Intervention Type	Date(s)	Outcome	Evidence Location
In-school support			
Pastoral intervention			
Multi-agency support			
Statutory assessments			

Intervention Type	Date(s)	Outcome	Evidence Location
Other:			

Student/pupil Voice

How has the student/pupil been supported to share their views?

Summary of student/pupil's views:

Part C: Best interests and voluntary agreement

Best interests' assessment Is this managed move in the student's/pupil's best interests? ☐ Yes ☐ No

Explain: _____

Voluntary agreement - ALL parties must consent

LEGAL REQUIREMENT: Managed moves must be voluntary and agreed by all parties

Party	Consent Given?	Date	Signature/Evidence
Original school	☐ Yes ☐ No		
New school	☐ Yes ☐ No		
Relevant admission authority	☐ Yes ☐ No		
Parents/Carers	☐ Yes ☐ No		
Student/pupil (where appropriate)	☐ Yes ☐ No		

Evidence of pressure check: Has any pressure been applied to parents/student/pupil?

☐ Yes ☐ No (If yes, this would constitute off-rolling, and the move must not proceed)

Part D: Admissions Compliance

LEGAL REQUIREMENT: Managed moves must comply with School Admissions Code (unless student/pupil has EHC plan)

Does student/pupil have EHC plan? ☐ Yes ☐ No

If NO EHC plan:

- Is the new school operating a waiting list? ☐ Yes ☐ No
- If yes, does this student/pupil meet the published oversubscription criteria more closely than those on the waiting list? ☐ Yes ☐ No

Admission Authority Confirmation: The admission authority has confirmed this move complies with published admission arrangements: ☐ Yes ☐ No

Fair Access protocol check: Does this student/pupil fall within prescribed FAP categories (paragraph 3.17 of Admissions Code)? ☐ Yes ☐ No

***IMPORTANT:** Managed moves are separate from FAP. If student/pupil is not eligible for FAP, published admission arrangements apply.

Part E: Information Sharing (*This must be completed before the final agreement is confirmed)

Information shared with new school before placement starts:

- ☐ Data on prior and current attainment
- ☐ Academic potential
- ☐ Current risk assessment
- ☐ Advice on effective ongoing risk management
- ☐ Other student/pupil support strategies
- ☐ All safeguarding information
- ☐ Behaviour information
- ☐ Any other relevant details, including personal details, parent/carer detail

Information shared with LA (where appropriate):

- ☐ All relevant information shared Date: _____

Plans reviewed and updated:

- ☐ Personal Education Plan (PEP) reviewed and amended (if applicable)
- ☐ EHC plan reviewed and up to date (if applicable)

Plans Reviewed and Updated (BEFORE placement starts) ☐ Yes ☐ No

Reviewed and amended to reflect the move (if applicable) - Date: _____

Both original and new school involved in review process: ☐ Yes ☐ No

SEN support plan reviewed and up to date (if applicable) ☐ Yes ☐ No

New school informed of needs: The new school has been fully informed of the student's/pupil's needs to plan necessary support and adjustments: ☐ Yes ☐ No

Part F: Timeline and Induction

Agreed Timeline

Milestone	Date
Final agreement confirmed	
Information sharing completed	
Induction meeting at new school	
First day at new school	
Follow-up review	

Induction strategy agreed:

Details: _____

Part G: Registration Requirements

LEGAL REQUIREMENT: Follow The School Attendance (Student/pupil Registration) (England) Regulations 2024

Was student/pupil previously attending new school via off-site direction? ☐ Yes ☐ No

If NO (standard managed move):

- Original school deleted student/pupil from admission register: Date: _____
- New school added student/pupil to admission register: Date: _____

If YES (following off-site direction):

- Student/pupil already registered at new school via dual registration
- Deletion from original school takes place only when move becomes permanent
- Original school deleted student/pupil from admission register: Date: _____

IMPORTANT: Student/pupil must be single registered at one school only

Part H: Permanency Confirmation

LEGAL REQUIREMENT: Managed moves are permanent - there are no 'trial' managed moves

Move Completion Date: _____

Confirmation: All parties understand this is a permanent move, and the student/pupil cannot routinely return to the original school: ☐ Yes

Limited circumstances for removal from new school's admission register: The student/pupil may only be removed from the new school's admission register in circumstances set out in regulation 9(1)(c) of The School Attendance (Student Registration) (England) Regulations 2024.

Completed By: _____ Date: _____ Signature: _____

Summary of Key Legal Timeframes

Intervention	Key Timeframe	Legal Requirement
Managed Move	Early notification to social worker/DSL/parents/VSH as soon as contemplating move (for students/pupils with social worker)	MANDATORY
Managed Move	Registration changes - as soon as move is permanent	MANDATORY

Appendix 4: Safeguarding Separation Proforma

Part A: Initial Decision

Student/pupil Details

- Name: _____
- Year Group: _____ DOB: _____
- Has an EHC Plan? ☐ Yes ☐ No
- Has a Social Worker? ☐ Yes ☐ No
- Is Looked After? ☐ Yes ☐ No

Date of incident/allegation: _____

Date of decision: _____

Decision made by: ☐ DSL ☐ Deputy DSL ☐ Principal (NB the DSL should lead this decision)

- DSL has taken the lead role in this decision (as required by DfE guidance) ☐ Yes ☐ No
- Confirmation that Human Rights Act 1998 and Equality Act 2010 duties have been considered ☐ Yes ☐ No

Nature of safeguarding allegation:

Type of allegation:

☐ Child-on-child harm

☐ Sexual violence allegation

☐ Other serious safeguarding concern: _____

Part B: Risk Assessment

LEGAL REQUIREMENT: Use only in rare circumstances when separation is essential and there is no practical way to keep student/pupils separated on-site

Risk assessment completed: ☐ Yes Date: _____

Student/pupils Involved:

- Student/pupil A: _____
- Student/pupil B: _____
- Other: _____

Risk to other students/pupils/staff if student/pupil were to stay at school:

Risk to student(s)/pupil(s) if sent home:

Measures considered to mitigate risks on-site:

Measure	Feasible?	Reason if Not Feasible
Separate classrooms	☐ Yes ☐ No	
Staggered break/lunch times	☐ Yes ☐ No	
Different lesson zones	☐ Yes ☐ No	
Designated staff supervision	☐ Yes ☐ No	
Other:	☐ Yes ☐ No	

Decision: Is there a practical way to allow one or more student/pupils to remain on school premises?

☐ Yes (separation should NOT be used) ☐ No (separation may be appropriate)

If separation is being considered due to sexual violence allegations: This forms part of the required risk and needs assessment under KCSIE 2026, paragraph 565: ☐ Completed

Have the following been considered:

- Human Rights Act 1998 duties

☐ Yes ☐ No

- Equality Act 2010 duties (particularly for pupils with protected characteristics)

☐ Yes ☐ No

- Public law principles (Is the decision reasonable, rational and procedurally fair?)

☐ Yes ☐ No

DSL decision: Separation for safeguarding purposes is: ☐ Approved ☐ Not Approved

Student (s)/pupil(s) to be separated:

Rationale:

Part C: Notification Requirements

LEGAL REQUIREMENT: **Notify parents/carers, governing body, and LA without delay

Expected duration of separation: From: _____ to: _____ (estimate)

Notifications sent:

Party	Date notified	Method	Confirmed receipt
Parents/carers		☐ Letter ☐ Email ☐ Phone	☐ Yes ☐ No
Governing Body		☐ Letter ☐ Email	☐ Yes ☐ No
Local Authority		☐ Letter ☐ Email	☐ Yes ☐ No

Letter to Parents/Carers must include:

- ☐ Reason(s) for the separation
- ☐ Expected duration
- ☐ How child will access education during this period

- ☐ Confirm this is not a disciplinary exclusion
- ☐ An explanation of the safeguarding reasons
- ☐ An explanation as to why this is not a suspension

Part D: Education Provision

LEGAL REQUIREMENT: LA must arrange suitable alternative education if school/parents do not. The LA has a legal duty to do so under s.19 Education Act 1996.

Education arranged by: ☐ Academy ☐ Parents/carers ☐ Local Authority

Details of Provision:

Start date of provision: _____

Type of provision: ☐ Online learning ☐ Work packs ☐ Alternative provision placement ☐ Other:

The Principal reserves the right to provide education in accordance with the ACET Remote Learning Policy – this will be communicated with parents/carers prior to implementation.

Part E: Attendance recording

LEGAL REQUIREMENT: Use code Y7 (unable to attend due to unavoidable cause)

Attendance code used: Y7 ☐ Confirmed

If LA arranges full-time AP during separation: Use code K for sessions attended:

K code ☐ Confirmed

DO NOT use code E (suspension/exclusion): ☐ Confirmed

Part F: Investigation and Review

Investigation start date: _____

Investigation led by: _____

Agencies Involved:

- ☐ Police
- ☐ Children's Social Care
- ☐ Safeguarding partners
- ☐ Working Together to Safeguard Children principles followed
- ☐ Multi-agency safeguarding arrangements engaged

☐ Other: _____

Review schedule:

Review Date	Outcome	Can student/pupil return?	Action Taken
		☐ Yes ☐ No	
		☐ Yes ☐ No	
		☐ Yes ☐ No	

Investigation conclusion date: _____

Final Outcome:

☐ Student/pupil can safely return to school with support

☐ Formal disciplinary action required (suspension/exclusion)

☐ Other: _____

Part G: Detailed Records

LEGAL REQUIREMENT: Governing body must review safeguarding separation data

Records must include:

1. Exact nature of safeguarding allegation:

2. Reason(s) for separating student/pupil:

3. Risk Assessment: ☐ Attached

4. Exact dates student/pupil not on premises:

- Start: _____

- End: _____
- Total days: _____

5. Alternative education provided:

6. Evidence/Documentation:

- ☐ Initial incident report
- ☐ Risk assessment
- ☐ Parent/carers notification letter
- ☐ LGB notification
- ☐ LA notification
- ☐ Investigation notes
- ☐ Review meeting notes
- ☐ Reintegration plan

Part H: Reintegration Planning

LEGAL REQUIREMENT: Support student/pupil to reintegrate successfully

Reintegration plan created: ☐ Yes Date: _____

Support plan includes:

- ☐ Fresh start approach
- ☐ Understanding impact of behaviour
- ☐ Meeting behaviour expectations
- ☐ Building sense of belonging
- ☐ Building engagement with learning

Specific support measures:

- ☐ Daily contact with designated pastoral team member
- ☐ Report card with personalised targets
- ☐ Planned pastoral interventions

- ☐ Mentoring by trusted adult
- ☐ Local mentoring charity involvement
- ☐ Other: _____

If Child-on-Child Allegations: Temporary measures to keep student/pupils apart on premises:

- ☐ Staggered break times
- ☐ Separate lesson zones
- ☐ Designated staff mentors
- ☐ Other: _____

Reintegration meeting scheduled: _____

Attendees:

- ☐ Student/pupil (MANDATORY)
- ☐ Parents/carers (where possible)
- ☐ Principal
- ☐ DSL
- ☐ Pastoral lead
- ☐ Other: _____

Key messages for meeting:

- ☐ Student/pupil is valued
- ☐ Previous behaviour not obstacle to future success
- ☐ Clear expectations laid out
- ☐ Support available explained

IMPORTANT: Student/pupil must not be prevented from returning if parents/carers unable/unwilling to attend

Return to school date: _____

Part I: Monitoring and Evaluation

Post-Reintegration Reviews:

Review Date	Attendees	Progress Notes	Further Action Needed
Week 1:			
Week 2:			
Week 4:			
Week 6:			

Support plan review: Is the support plan working? ☐ Yes ☐ No ☐ Partially

Amendments needed: _____

Governing Body reporting: This separation included in LGB's safeguarding/behaviour monitoring report:

☐ Yes Date: _____

Part J: Completion

Separation concluded:

☐ Yes Date: _____

Total Duration: _____ days

Outcome:

☐ Successful reintegration

☐ Ongoing support in place

☐ Further action required: _____

Lessons Learned:

Completed By: _____

Role: _____

Date: _____

Signature: _____

Summary of Key Legal Timeframes

Intervention	Key Timeframe	Legal Requirement
Safeguarding Separation	Notify parents/carers, body, and LA without delay	MANDATORY
Safeguarding Separation	Keep as brief as possible - investigate quickly	Best practice