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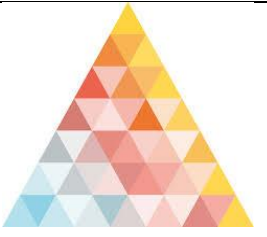
'Together we learn – United we achieve'



Suspensions and Permanent Exclusions Policy 2024-25

*TOWNVILLE ACADEMY
Head teacher: Caroline Burden*

VERSION CONTROL TABLE

Policy Name	Suspensions and Permanent Exclusions Policy	
Policy Owner		
Version Reference	Original Version (V1)	
Approved by		
Effective Date	September 2024	
Review Date	September 2025	

KEY PERSONNEL

Name	Role	Contact Details
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ADDITIONAL INFORMATION

There is a statutory requirement to have this policy in place in multi-academy trusts. This policy must be published on the Trust and/or academy websites.

This policy will be reviewed by the Trust Executive Team every 2 years. At every review, the policy will be approved by the CEO and shared with the Trustees and Local Governing Boards.

Terminology

Suspension – When a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – When a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’.

Off-site direction – When the Governing Body of a school requires a pupil to attend another education setting temporarily, to improve their behaviour.

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

Managed move – When a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

AIMS

Accomplish Multi Academy Trust aims to:

- Ensure that the exclusions process is applied fairly and consistently.
- Help Governors, staff, parents/carers and pupils understand the suspensions and process.
- Ensure that pupils in school are safe and happy.
- Ensure all suspensions and permanent exclusions are carried out lawfully.

Accomplish Multi Academy Trust has a responsibility under the Education and Inspections Act 2006 to:

- Promote amongst pupils, self-discipline and proper regard for authority
- Encourage good behaviour and respect for other on the part of pupils and, in particular, preventing all forms of bullying among pupils
- Secure acceptable standards of pupil behaviour

- Secure compliance from pupils in completing tasks reasonably assigned to them in connection with their education
- Regulate the conduct of pupils

Our Academies are aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent/carer to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g., sending them home to 'cool off'.
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support.
- Due to poor academic performance.
- Because they have not met a specific condition, such as attending a reintegration meeting.
- By exerting undue influence on a parent/carer to encourage them to remove their child from the school.

Accomplish Multi Academy Trust recognises its duties under the Equality Act 2010 and Children and Families Act 2014 to:

- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not
- Foster good relations between people who share a relevant protected characteristic and people who do not share it

LEGISLATION

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.](#)

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

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

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils.
- Section 579 of the [Education Act 1996](#), which defines 'school day'.

- The [Education \(Provision of Full-Time Education for Excluded Pupil\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupil\) \(England\) \(Amendment\) Regulations 2014](#).
- [The Equality Act 2010](#).
- [Children and Families Act 2014](#).

This policy complies with our Funding Agreement and Articles of Association.

ASSOCIATED POLICIES

[Accomplish MAT Safeguarding Policy](#)

Accomplish MAT SEND Policy

Accomplish MAT Behaviour Policy

Accomplish MAT Anti Bullying Policy

Accomplish MAT Equality and Diversity Policy

ROLES AND RESPONSIBILITIES

Making the Decision to Suspend or Permanently Exclude

1 Headteachers

The Trust and their Headteachers have a duty to ensure that any suspension is reasonable, proportionate and legal.

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

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.

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider whether the pupil has Special Educational Needs and Disabilities (SEND).
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC)).
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

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

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

The Headteacher will not reach their decision until they have heard from the pupil and will inform the pupil of how their views were taken into account when making the decision.

In all circumstances the decision to suspend or permanently exclude a pupil will be taken following an investigation and where the Headteacher, or a person acting with the Headteacher's authority, is satisfied that on the balance of probabilities, the pupil behaved in such a way that no other alternative sanction is available other than to exclude them.

INFORMING PARENTS/CARERS

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

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

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion.
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- Information about parents'/carers' right to make representations about the suspension or permanent exclusion to the Local Governing Board and how the pupil may be involved in this.
- How any representations should be made.
- Where there is a legal requirement for the Local Governing Board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend.
- The right to make a request to hold the meeting via the use of remote access and how and to whom to make this request

The Headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to

- ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies.
- Parents/Carers may be given a fixed penalty notice or prosecuted if they fail to do this.

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

- The start date for any provision of full-time education that has been arranged.
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant.

- The address at which the provision will take place.
- Any information the pupil needs in order to identify the person they should report to on the first day.

If the Headteacher does not have all of the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parent/carers' consent.

INFORMING THE LOCAL GOVERNING BOARD

The Headteacher will, without delay, notify the Local Governing Board via the Chair of Governors of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil.
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term.
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam.

The Headteacher will notify the Local Governing Board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

INFORMING THE LOCAL AUTHORITY

The Headteacher will notify the Local Authority 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 pupil lives outside the Local Authority in which the academy is located, the Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

INFORMING A PUPIL'S SOCIAL WORKER AND/OR VIRTUAL SCHOOL HEAD (VSH)

If a pupil:

- With a social worker is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker as early as possible.

- Who is a looked-after child (LAC) is at risk of suspension or exclusion, the Headteacher will inform the VSH as early as possible.

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

If the Headteacher decides to suspend or permanently exclude a pupil with a social worker or a pupil who is looked after, they will inform the pupil's social worker / the Virtual School Head, as appropriate, without delay, informing them that:

- They have decided to suspend or permanently exclude the pupil.
- The reason(s) for the decision.
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant).

The social worker / Virtual School Head will be invited to any meeting of the Local Governing Board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs, risks and the pupil's welfare are considered.

CANCELLING SUSPENSIONS OR PERMANENT EXCLUSIONS

The Headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the Local Governing Board has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:

- The parents/carers, Local Governing Board and Local Authority will be notified without delay.
- Where relevant, any social worker and Virtual School Head will notified without delay.
- Parents/Carers will be offered the opportunity to meet with the Headteacher to discuss the cancellation and the reason for the cancellation.
- As referred to above, the Headteacher will report to the Local Governing Board once per term on the number of cancellations.
- The pupil will be allowed back in school.

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

PROVIDING EDUCATION FOR THE FIRST 5 DAYS OF A SUSPENSION OR PERMANENT EXCLUSION

During the first 5 days of a suspension, if the pupil is not attending alternative provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If the pupil

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

If the pupil is looked after or if they have a social worker, the school will work with the Local Authority to arrange alternative provision from the first day following the suspension or permanent exclusion. Where this is not possible, the academy will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

2 The Local Governing Board

Responsibilities regarding exclusions are delegated to the Local Governing Board from the Accomplish Multi Academy Trust Board. Exclusions are considered by a group of three or more Local Governing Board members from across the Trust.

The Local Governing Board members have a duty to consider parent/carer representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

Within 14 days of receiving a request, the Local Governing Board will provide the Secretary of State with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the Local Governing Board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

MONITORING AND ANALYSING SUSPENSION AND EXCLUSION DATA

The Local Governing Board will challenge and evaluate the data on the Academy's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The Local Governing Board will consider:

- How effectively and consistently the academy's behaviour policy is being implemented.
- The academy register and absence codes.
- Instances where pupils receive repeat suspensions.
- Interventions in place to support pupils at risk of suspension or permanent exclusion.
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary.
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working.
- The characteristics of suspended and permanently excluded pupils, and why this is taking place.
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it.
- The cost implications of directing a pupil off-site.

3 Local Authority

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

For pupils who are Looked After Children or have social workers, the Local Authority and the academy will work together to arrange suitable full-time education to begin from the first day of the exclusion.

CONSIDERING THE REINSTATEMENT OF A PUPIL

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

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

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

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents/carers make representations, the Local Governing Board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parent/carers do not make representations, the Local Governing Board is not required to meet and it cannot direct the Headteacher to reinstate the pupil.

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

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

- Parent/Carers, or the pupil if they are 18 or over (and, where requested, a representative or friend).
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend).
- The Headteacher.
- The pupil's social worker, if they have one.
- The Virtual School Head, if the pupil is looked after.
- A representative of the Local Authority.

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

The Local Governing Board can either:

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

In reaching a decision, the Local Governing Board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair.
- Whether the Headteacher followed their legal duties.
- The welfare and safeguarding of the pupil and their peers.
- Any evidence that was presented to the Local Governing Board.

They will decide whether or not a fact is true ‘on the balance of probabilities’. Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil’s educational record, and copies of relevant papers will be kept with this record.

The Local Governing Board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parent/carers.
- The Headteacher.
- The pupil’s social worker if they have one.
- The Virtual School Head, if the pupil is looked after.
- The Local Authority.
- The pupil’s home authority if it differs from the academy’s local authority.

Where an exclusion is permanent and the Local Governing Board decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion.
- Notice of parent/carers’ right to ask for the decision to be reviewed by an independent review panel.
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the Local Governing Board’s decision is given to parent/carers).
- The right to make a request to hold the meeting via the use of remote access and how and to whom to make this request.
- The name and address to which an application for a review and any written evidence should be submitted.
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil’s special educational needs (SEND) are considered to be relevant to the permanent exclusion.
- That, regardless of whether the excluded pupil has recognised SEND, parent/carers have a right to require the academy/Trust to appoint an SEND expert to advise the review panel.

- Details of the role of the SEND expert and that there would be no cost to parent/carers for this appointment.
- That parent/carers must make clear if they wish for a SEND expert to be appointed in any application for a review.
- That parent/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parent/carers may also bring a friend to the review.
- That, if parent/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.

INDEPENDENT REVIEW

If parent/carers apply for an independent review within the legal timeframe, the academy/Trust will arrange for an independent panel to review the decision of the Local Governing Board, not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parent/carers by the Local Governing Board 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.

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.

A person may not serve as a member of a review panel if they:

- Are a Local Governor, Trustee or Trust Member of the Academy Trust of the excluding school.
- Are the Headteacher of the excluding school or have held this position in the last 5 years.
- Are an employee of the Academy/Trust, 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 Academy Trust, school, Local Governing Board, parent/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality.

- Have not had the required training within the last 2 years (see appendix 1 for what training must cover).

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.

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

Where a 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.

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.

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

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

- Uphold the decision.
- Recommend that the Local Governing Board reconsider reinstatement.
- Quash the decision and direct that the Local Governing Board 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 Local Governing Board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the committee 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 committee 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 they 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 Local Governing Board does not subsequently decide to offer to reinstate the pupil within 10 school days.
- Any information that the panel has directed the Local Governing Board to place on the pupil's educational record.

REMOVING A PUPIL FROM THE ACADEMY'S ADMISSION REGISTER

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

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

Where an application for an independent review has been made within 15 school days, the Local Governing Board will wait until that review has concluded before removing a pupil's name from the register.

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

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

MAKING A RETURN TO THE LOCAL AUTHORITY

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

- The pupil's full name.
- The full name and address of any parent/carer with whom the pupil normally resides.
- At least 1 telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency.
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion).
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parent/carers have told the school the pupil is moving to another school.
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house.

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

RETURNING FROM A SUSPENSION - REINTEGRATION STRATEGY

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

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

Once a pupil has returned from a suspension, the following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Daily contact in school with a designated pastoral professional.
- Mentoring by a trusted adult or a local mentoring charity.
- Regular reviews with the pupil and parent/carers to praise progress being made.
- Raise and address any concerns at an early stage.
- Informing the pupil, parent/carers and staff of potential external support.
- Modified timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

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

REINTEGRATION MEETINGS

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

The pupil, parent/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parent/carers in the event that they cannot or do not attend, and a record of the meeting will be shared with them as well as a follow up call/email.

The academy expects all returning pupils and their parent/carers to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

MONITORING ARRANGEMENTS

The academy will collect data on the following:

- Attendance, permanent exclusions and suspensions.
- Use of student referral units, off-site directions and managed moves.
- Anonymous surveys of staff, student, Local Governing Board members and other stakeholders on their perceptions and experiences.

The data will be analysed every term by each academy's Senior Leadership Team. The Headteacher will report back to the Local Governing Board.

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

- At school level.
- By age group.
- By time of day/week/term.
- By protected characteristic.

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

Accomplish 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 one academy may be too low to allow for meaningful statistical analysis.

INTERVENTIONS TO SUPPORT PUPILS AT RISK OF EXTENDED PERIODS OF SUSPENSION OR PERMANENT EXCLUSION

Accomplish Multi Academy Trust make every effort not to suspend or exclude a pupil. There are several initiatives and strategies used by leaders within the academies to support children in re-engaging in their learning and regulating their behaviour. The Behaviour Policy sets out the behaviour expectations for our learners and steers behaviour management.

At Townville Academy leaders and staff will work closely with parents and carers to understand why the pupil displays behaviour which puts them at risk of suspension or permanent exclusion. Such work may include:

- Support work being undertaken with the school's welfare officer.
- Timetable adjustments.
- Team Around the School meetings.
- Partnership work with other agencies such as Early Intervention teams or Future in Mind.
- Enhanced circle time activities.
- Regular liaison and solution-focused conversations with parents/carers and where appropriate, pupil.

Other strategies that may be used:

Off-Site Direction

Off-site direction is a temporary measure where interventions or targeted support have not been successful in improving a pupil's behaviour and may be used to prevent further suspensions or a permanent exclusion. In these cases, where the academy requires a pupil to attend another education setting with the aim of improving their behaviour, a Headteacher may organise this via an 'off-site direction'. This should only be done where other interventions and targeted support have not been successful in improving a pupil's conduct. Placements should be time-limited and must be at an AP or another mainstream school/academy. An offsite direction can either be full time or a combination of part time support in an AP alongside continued mainstream education.

Whilst the Headteacher will try to discuss any potential direction off-site with parents/carers and the pupil and seek their views in an attempt to agree the decision and co-produce the resulting plan, the academy does have the power to direct a pupil off site without parental consent and will use this if necessary.

All information about the pupil's progress, attainment, behaviour, etc. must be made available prior to the start of direction off site. Contact details and information about any known agencies or professionals involved with the child or family must also be shared with the potential receiving school/AP. Clear outcomes must be personalised to the pupil and be agreed at the outset by all, and these should inform any targets set, which should include both academic and pastoral. Targets should be achievable and should not be a "blanket" approach. Any support the pupil will need must be agreed at the initial meeting in order that the new school/provision has time to put this in place ready for the start date. A key member of staff who knows the pupil well and is a trusted member of staff for the pupil should be included in the process and a visit from this key person to the pupil should take place regularly during their time at the new school/provision. This will ensure pupils' voice is captured and any issues arising can be supported quickly.

At the planning phase, a proposed maximum period of time should be discussed and agreed upon, the frequency and timing of review meetings and who should be involved must also be agreed at this meeting. In addition, alternative options should be explored for when the original time limit has been reached, including the option of a managed move on a permanent basis.

Where appropriate, other professionals should be invited to contribute to the planning meeting and subsequent review meetings, e.g. a pupil's social worker, CAMHS, MASH and youth justice teams. During the planning phase, professionals should establish when monitoring meetings will take place and who should attend. Minutes of all meetings should be retained alongside a clear log of any action points. At the end of each review meeting, it should be determined whether the arrangement should continue and for what period of time.

Parents must be notified in writing and have a right to attend all review meetings. The invitation should be received by parents, no later than six days before the date of a review meeting. In the case of a pupil with an EHCP, the LA should also be invited to attend. Relevant professionals should also be invited to attend review meetings or to contribute their views in writing where possible. In so far as is practicable, the meeting should be convened at a time and date that enables parents to attend. Failing this, parents should be given the opportunity to submit views in writing on the efficacy of the placement and whether they believe it should continue.

During the off-site direction to another school, pupils must be dual registered. Direction off-site should also still provide a broad and balanced curriculum alongside the support to improve behaviour.

Whilst the regulations specify that regular review meetings must take place, they do not specify time intervals (this should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives, and that the pupil is benefitting from the arrangement. Parents (and/ or the LA where a pupil has an EHCP), and the pupil if they are 18 or over can request a review meeting. When this happens, the academy must comply with the request as soon as is reasonably practical, unless there has already been a review meeting in the previous 10 weeks.

Following any review meeting, parents, and the LA (in the case of a pupil with an EHCP), must receive written notification of the decision as to whether the off-site direction should continue. Written notification must be sent, no later than six days after the date of the review meeting, informing parents whether the direction will continue, for what period of time and the reasons for the decision.

Successes should be celebrated and if the placement at the new school/provision is not successful then further support should be offered to the pupil. If the placement is successful a permanent managed move may be considered.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school/academy permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school/academy. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests. Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the academy is contemplating a managed move, it should contact the local authority prior to the managed move. If the local authority, both the academy and the proposed school/academy and parents agree that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.

Managed moves should be offered as part of a planned intervention. 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 were done or explored prior to a managed move. The managed move should be preceded by information sharing between the academy and the new school/academy, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school/academy to ensure that the pupil is provided with an effective integration strategy. A managed move should only be offered as a permanent transfer and only when the pupil has been attending the proposed new school/academy under an off-site direction and a review of the direction has established that the pupil has settled well into the school and should remain there on a permanent basis. The Headteacher will follow the guidance on managed moves set out in the DfE's behaviour guidance.

APPENDIX 1

REQUEST FOR REMOTE ACCESS ARRANGEMENTS FOR LOCAL GOVERNING BOARD MEETINGS AND INDEPENDENT REVIEW MEETINGS

Parents/Carers can request a meeting to be held via the use of remote access, but this should not be a default option. Local Governing Board's or arranging authorities must hold the meeting via the use of remote access if the request has been made correctly as set out in this section.

Holding meetings via remote access must only be done if Local Governing Boards or arranging authorities are satisfied that the meeting is capable of being held fairly and transparently as outlined below.

Remote Access Meeting Duties

Where a parent/carer does not request a remote meeting or does not state a wish either way, Local Governing Boards and arranging authorities must hold the meeting in person unless it is not reasonably practicable to do so in person. This may be for a reason related to extraordinary events or unforeseen circumstances such as an unforeseen school closure due to floods, fire or outbreak of infectious illness/disease.

If there are technological or internet network issues, during a meeting held via the use of remote access which compromises the ability for participants to be seen or heard or prevents the meeting from being held fairly and transparently and it is not reasonably practicable to resolve, a face to face meeting must be arranged by the Local Governing Board or arranging authority, despite the parent's/carer's request. This should be done without delay.

Social workers and VSHs must be allowed to join a meeting via the use of remote access, regardless of the format chosen, as long as the Local Governing Board (for a Local Governing Board meeting) or arranging authority (for an independent review meeting) are satisfied that they will be able to participate effectively, they can hear and be heard (and see and be seen if participating by video) throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent.

Local Governing Boards, arranging authorities and panel members must:

- Comply with relevant equalities legislation.
- Enable access to support which the parent/carer is entitled to, including the presence of a friend.

Local Governing Boards, arranging authorities and panel members should ensure the following conditions are met for a meeting via remote access:

- Confirm with all the participants that they have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, such as via a live video link.
- Ensure all the participants will be able to put across their point of view or fulfil their function.
- Ensure the remote meeting can be held fairly and transparently.

Fairness and Transparency During a Remote Meeting

The Local Governing Board or arranging authority must assess whether a meeting can be held fairly and transparently via remote access with reference to the facts of each case.

If a Local Governing Board or arranging authority is not satisfied that a meeting can be held fairly and transparently via remote access, they should consult with the parent/carer to discuss how a face-to-face meeting can be arranged that will be convenient for them.

Guidance for Social Workers and VSHS

Should Social Workers or VSHs be joining a meeting that, as a whole, is taking place in person, they must be allowed to join via the use of remote access should they wish to do so.

Use of Remote Access During an Extraordinary Event or Unforeseen Circumstance.

If there is a reason related to extraordinary events or unforeseen circumstances, such as an outbreak of infectious illness/disease, which means that it is not reasonably practicable for a Local Governing Board meeting or independent review meeting to be held in person; then this meeting may be held using remote access even if the parent/carer has not asked for the meeting to be remote.

The meeting may be held via the use of remote access, provided the Local Governing Board or arranging authority are satisfied that all participants will be able to fully make representations and carry out their functions, each participant has access to the electronic means to allow them to hear and be heard and (where using a live video link) see and be seen, throughout the meeting; and the meeting is capable of being held fairly and transparently.

KEY PRINCIPLES WHEN CONDUCTING MEETINGS VIA THE USE OF REMOTE ACCESS.

Principals and Local Governing Board's may advise the parent, within their written notification, to consider the following, before requesting a remote access meeting:

- The technology that will be used for the Local Governing Board or Independent Review Panel.
- Does the parent/carer have an appropriate space free from other distractions to enable them to participate fully with a remote access meeting.
- Where the parent/carer has limited access to the Internet, intermittent service or slower speed internet, they should not request a remote meeting for a Local Governing Board or Independent Review Panel.
- Where the parent/carer initially asks for a meeting to be held via the use of remote access then decide to withdraw the request, they should inform the Local Governing Board or arranging authority without delay. The Local Governing Board or arranging authority should without delay, arrange the meeting to be held face to face.

It is important to note that Headteachers and Local Governing Board's should not place undue pressure on the parents to request a meeting to be held via the use of remote access, even if doing so means that they will arrange a meeting any sooner.

Running the Meeting

To ensure the meeting is capable of being held fairly and transparently, the Local Governing Board or arranging authority for Independent Review Panels should make every effort to check that all participants understand the proceedings and are made aware of how to raise any issues that may prevent their effective engagement. If these conditions are not met, the meeting should not be held via remote access and must be arranged face to face without delay.

Things to consider to help meetings run smoothly and ensure they are accessible to any participants. Local Governing Boards and Independent Review Panels should:

- Provide clear instructions about how to join the meeting virtually, and distribute the joining instructions in a timely manner ahead of the meeting.
- Indicate a named person who parents/carers or any participant should contact, if they have any questions before the meeting takes place.
- Consider holding a 'test meeting' with any participant to check the available technology is suitable, and that all participants understand how to access the meeting.
- Ensure that the Chair of Governors or IRP is prepared to explain the agenda at the start of the meeting and provide clear guidance on how the meeting will be run, for example:
 - How participants should indicate they wish to speak.
 - How any 'chat' functions should be used.
 - Whether there will be any breaks in proceedings.
 - How parents/carers and excluded pupils can access advocacy services during the meeting.

Things to Remember

The use of remote access does not alter other procedural requirements that apply to Local Governing Board, arranging authorities or Independent Review Panels. For example, if a parent/carer requests the appointment of a Special Educational Needs expert to advise a review panel, the arranging authority must appoint one and cover the cost as normal. Parents/carers may be joined by a friend as normal.

The Local Governing Board and Independent Review Panels must consider written representations if they are made. The law does not allow for solely paper based 'meetings', conducted in writing.

For the purposes of which information is recorded within minutes, the normal rules apply as per this guidance, and the Local Governing Boards and Independent Review Panels can instruct the clerk to record any information or instructions that they deem sensible to include so that the minutes provide a clear and sufficient record of all relevant parts of the meeting, for example, how chat functions or messages will be monitored.