University Schools Trust
A transformational education

Royal Greenwich Trust School

Suspension and Exclusion Policy
June 2026

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
June 2026	2	Link to DfE Policy: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement updated to July 2026 version.
	4.1	Added: - Child Protection and Safeguarding Policy - LAC and PLAC Policy
	5.1	Added Looked-After Children (LAC) and Interim PEP Reviews and Temporary Off-Site Direction for Safeguarding Purposes under the responsibilities of the Headteacher.
	5,4	Added role and responsiblity of DHT
	12	Added links to other policies to include: - Good Behaviour Policy - Child Protection and Safeguarding Policy - Attendance and Punctuality Policy - LAC and PLAC Policy
June 2025	-	No changes.

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all the academies within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a student as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a student.

A "Student" includes any incoming or current student at any School within the Trust. It also includes any individual who was previously a student at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term student is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

Policy specific definition is:

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

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

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

Managed move – when a student 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.

2. Scope of the Policy

This policy applies to suspension and exclusions at the Royal Greenwich Trust School. It provides guidance around exclusion protocol and actions the school may take regarding poor behaviour.

3. Policy Aims and Ethos

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

Our school aims to:

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

A note on off-rolling

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

- Remove a student from the school roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school roll, or
- Encourage a sixth-form student not to continue with their course of study, or
- Retain a student on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a student unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the School Discipline (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 has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a student's poor academic performance, or
- Because the student hasn't met a specific condition, such as attending a reintegration meeting

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

4. Links to Legislation and Guidance Document

This policy is based on statutory guidance from the Department for Education (DfE): https://assets.publishing.service.gov.uk/media/6a102af79819be865f421c7d/Suspension_and_Permanent_Exclusion_guidance_July_2026.pdf

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School 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 students
- Section 579 of the Education Act 1996, which defines 'school day'

- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Students) (England) (Amendment) Regulations 2014
- The Equality Act 2010
- Children and Families Act 2014
- The School Inspection Handbook, which defines 'off-rolling'

4.1. Relevant Internal Policies

This policy should be read in conjunction with the following policies.

- Good Behaviour Policy
- Child Protection and Safeguarding Policy
- Attendance and Punctuality Policy
- LAC and PLAC Policy

5. Roles and Responsibilities

5.1. Headteacher

Deciding whether to suspend or exclude

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

A decision to suspend a student will be taken only:

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

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

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a student, 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 student to give their version of events
- Consider whether the student has special educational needs (SEN)
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
- 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 headteacher will consider the views of the student, considering their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Students 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 student and will inform the student of how their views were considered when making the decision.

Looked-After Children (LAC) and Interim PEP Reviews

Where a looked-after child (LAC) is at risk of suspension or permanent exclusion, the school will take additional steps to ensure that all appropriate support and interventions have been considered before any decision is made.

The Designated Teacher for looked-after children will contact the local authority's Virtual School Head (VSH) as soon as possible where a suspension or permanent exclusion is being considered or is likely.

In considering what further assessment, intervention or support may be required, the school will give specific consideration to:

- The effectiveness of the pupil's current Personal Education Plan (PEP);
- Whether an interim PEP review meeting should be convened to reassess needs, risks and support strategies;
- How Pupil Premium Plus funding is being used to support the pupil's educational engagement, wellbeing and behaviour;
- Whether additional multi-agency support or alternative interventions are required to help prevent suspension or exclusion.

The school will work collaboratively with carers, social workers, the Virtual School, and other relevant professionals to promote stability, educational inclusion and positive outcomes for looked-after children.

All decisions relating to looked-after children will take account of the school's statutory safeguarding responsibilities, the child's educational needs and any trauma-informed approaches identified within their support plans.

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

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

If the headteacher decides to suspend or exclude a student, 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.

The parents/carers/student 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 right to make representations about the suspension or permanent exclusion to the governing board and, where the student 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 board to hold a meeting to consider the reinstatement of a student, and that parents/carers/the student have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers/the student have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the student is of compulsory school age, 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 student needs to identify the person they should report to on the first day

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

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

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

Temporary Off-Site Direction for Safeguarding Purposes

In exceptional safeguarding circumstances, the school may temporarily prohibit a pupil from attending the school site where this is necessary to protect the welfare, safety or wellbeing of one or more pupils. This is not considered a suspension or exclusion on disciplinary grounds.

This measure will only be used in rare circumstances where:

- It is essential to separate two or more pupils for safeguarding purposes; and
- There is no practical way for one or more of the pupils involved to remain safely on the school premises.

Examples may include situations involving allegations of harm or risk presented by one pupil towards another, where a physical separation is required while risks are assessed and appropriate safeguarding arrangements are made.

Any decision to temporarily prevent a pupil from attending school for safeguarding reasons will:

- Be made on a case-by-case basis;
- Involve the Designated Safeguarding Lead (DSL), who will play a lead role in the decision-making process;
- Be based on professional judgement and informed, where appropriate, by advice from external agencies such as children's social care, the police or other safeguarding partners;
- Be proportionate, time-limited and regularly reviewed.

Where a pupil is temporarily prohibited from attending the school site for safeguarding reasons:

- Parents/carers will be informed without delay of the reason for the decision and the arrangements being put in place;
- The governing board will be notified promptly;
- The local authority will be responsible for arranging suitable education for the pupil unless alternative arrangements are made by the school or the pupil's parents/carers;
- The school will work to support the pupil's reintegration into school life as soon as it is safe and appropriate to do so.

The school will maintain appropriate records of all decisions and actions taken under this protocol in line with safeguarding and data protection requirements.

5.2. The Governing Board

The Governing Board is responsible for:

Considering permanent exclusion and some suspensions to ensure in line with DfE government guidance

Responsibilities regarding suspensions and permanent exclusions are delegated to a subcommittee of the governing board consisting of at least 3 governors.

The committee has a duty to consider parents/carers'/the student'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 (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the governing board will provide the secretary with information about any suspensions or exclusions within the last 12 months.

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

The governing board does not have to arrange such provision for students in their final year of compulsory education who do not have any further public exams to sit.

Monitoring and analysing suspensions and exclusions data

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

Governing Board Oversight and Monitoring of Pupil Movement

(Updated in line with DfE Suspension and Permanent Exclusion Guidance effective from 26 July 2026)

The governing board will provide effective oversight, support and challenge in relation to the school's use of suspension, permanent exclusion, off-site direction and all forms of pupil movement. The governing board will ensure that decisions are lawful, reasonable, proportionate and in the best interests of pupils and the wider school community.

In carrying out its responsibilities, the governing board will:

- Carefully consider the numbers, characteristics and circumstances of pupils leaving the school through:
    - permanent exclusion;
    - suspension;
    - removal from the admission register;
    - off-site direction;
    - managed moves; and
    - any other form of pupil movement.
      This is to ensure that such measures are only used where necessary, proportionate and as a last resort
- Apply robust and effective challenge to school leaders ("maximum challenge") in order to:
    - understand the reasons for pupil movement;

    - scrutinise decision-making;
    - identify any emerging patterns or trends;
    - monitor the impact on vulnerable groups; and
    - determine whether further action, support or review is required
- Regularly review and monitor data relating to suspensions, permanent exclusions, off-site direction, managed moves and safeguarding-related separation arrangements to ensure that practice remains lawful, fair, consistent and inclusive.
- Review data relating to the temporary separation of pupils for safeguarding purposes where this measure has been used, including consideration of:
    - the reasons for separation;
    - duration;
    - educational arrangements made;
    - safeguarding outcomes; and
    - reintegration arrangements.
- Pay particular attention to patterns affecting pupils who are more vulnerable to exclusion or pupil movement, including:
    - pupils with SEND;
    - looked-after and previously looked-after children;
    - children with a social worker;
    - disadvantaged pupils; and
    - pupils from groups disproportionately represented in exclusion data nationally. [gov.uk], [nasen.org.uk]

The governing board will ensure that the school's policies, procedures and practice promote inclusive education, early intervention and safeguarding, and comply with current statutory guidance and equality duties

5.3. Local Authority

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

The Local Authority will liaise with the school regarding notification of the permanent exclusion and what happens next.

For students who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

5.4. Deputy Headteacher - Inclusion

- support the Headteacher in promoting a positive behaviour culture and early intervention strategies aimed at preventing suspension or permanent exclusion wherever possible;
- ensure that appropriate pastoral, safeguarding, SEND and behavioural support has been considered prior to any suspension or recommendation for permanent exclusion;

- coordinate investigations into serious behavioural incidents, ensuring that evidence gathering is thorough, impartial and properly documented;
- liaise with pupils, parents/carers, staff, governors, the local authority and external agencies in relation to suspension and exclusion matters;
- oversee reintegration planning following a suspension, including reintegration meetings, risk assessments and support plans where appropriate
- maintain accurate records of all suspensions, exclusions, managed moves and off-site directions, including analysis of patterns and protected characteristics to support equality monitoring and governor oversight
- provide regular reports to the Headteacher and governing board regarding suspension and exclusion data, trends and interventions;
- ensure statutory timescales for communication, recording and notification are met; and
- support staff training on behaviour management, inclusion and lawful exclusion procedures.

In line with statutory guidance, only the Headteacher has the legal authority to suspend or permanently exclude a pupil, except where the Deputy Headteacher is formally acting in the Headteacher's absence. Any decision to suspend or permanently exclude must be lawful, reasonable, proportionate and in response to a disciplinary matter

6. Considering the reinstatement of a student

The governing board will consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the suspension or exclusion if:

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

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

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

Where a suspension or permanent exclusion would result in a student missing a public exam or National Curriculum test, [the governing board/name of committee of the governing board] will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the [name of sub-committee of the governing board] may consider the suspension or permanent exclusion and decide whether to reinstate the student.

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

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

Governing board meetings can be held remotely at the request of parents/carers, or students if they are 18 or older. See section 10 for more details on remote access to meetings.

The 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 governing board either:

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

In reaching a decision, [the governing board/name of committee of the 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 student and their peers
- Any evidence that was presented to the governing board

They will decide whether 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's educational record, and copies of relevant papers will be kept with this record.

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

- The parents/carers, or the student if they are 18 or older
- The headteacher
- The student's social worker, if they have one
- The Virtual School, if the student is looked after
- The local authority
- The student's home authority, if it differs from the school's

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

- The fact that it is a permanent exclusion
- Notice of parents/carers'/the student'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 school days from the date on which notice in writing of the governing board'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 special educational needs (SEN) are relevant to the permanent exclusion
- That, regardless of whether the excluded student has recognised SEN, parents/carers have a right to require the University School's 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 because 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

7. Independent Review

If parents/carers/the student (if they are 18 or older) apply for an independent review within the legal timeframe, the University School's Trust will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers/student by the governing board of its decision to not reinstate the student or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers/students. See section 10 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school 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 director 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 university School's Trust, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the University School's Trust, school, governing board, parents/carers or student, 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, including the circumstances in which the student was permanently excluded, and have regard to the interests of other students and people working at the school.

Considering the student's age and understanding, the student or their parents/carers will be made aware of their right to attend and participate in the review meeting and the student 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 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 experiences, needs, safeguarding risks and/or welfare may be relevant to the student'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 headteacher in the lead up to the permanent exclusion or are relevant to the student's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the 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 governing board and that it ought to have considered if it had been acting reasonably.

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

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

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

This notification will include:

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

8. School Registers

A student's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers/student (if they are 18 or older) were notified of [the governing board's/name of committee of the governing board's] decision to not reinstate the student 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 school days, the governing board will wait until that review has concluded before removing a student's name from the register.

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

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

Making a return to the LA

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

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

This return must be made as soon as the ground for removal is met and no later than the removal of the student's name.

9. Returning from a Suspension

9.1. Reintegration strategy

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

Where necessary, the school will complete internal screening and conduct work with external agencies to identify whether the 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 school life for the student:

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school
- Upon return from suspension be issued with a trusted adult or mentoring from a member of the RGTS Inclusion team
- Regular reviews with the student and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Student issued with a report card to track and monitor their progress. This will also naturally facilitate check ins with the students identified trusted adult.
- Student will resign the home school agreement, and this will be discussed within the reintegration meeting
- Informing the student, parents/carers and staff of support that can be provided from external agencies that the schoolwork with

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for no more than 6 weeks. If there is a need to extend this beyond the agreed 6 week then there will be a further meeting to discuss the reason with all stakeholders, and agreed a fixed time that this will be in place for.

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

9.2. Reintegration meetings

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

The student, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

In the meeting the following will happen:

- Reason for suspension covered in more detail and it explored how the school can work collaboratively with the student and parent/carer to ensure it does not happen again
- Is there any additional needs or barriers that need to be explored?
- Explore whether the young person may need an intervention from the RGTS Inclusion Toolkit
- Student and parent to re-sign the home school agreement
- Student to be placed on report to HOY or SLT link to ensure that there is a smooth reintegration back
- A communication record must be completed in the meeting. This must be signed by parent/carer, student and member of staff leading the meeting

The school expects all returning students and their parents/carers to attend their reintegration meeting.

10. Remote access to meetings

Parents/carers, or students if they are 18 or older, can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers/student don't 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 board and the academy trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology 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, if 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

RGTS will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of alternative provision, direction off-site and managed moves
- Anonymous surveys of staff, students, governors/trustees and other stakeholders on their perceptions and experiences

The data will be analysed every term by Deputy Headteacher Inclusion. The data will be reported at every Governors meeting within the Headteacher's report.

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, including economic disadvantage

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

The policy will be reviewed by Deputy Headteacher Inclusion every year. At every review, the policy will be approved by the governing board.

12. Links with other policies

This policy is linked to:

- Good Behaviour Policy
- Child Protection and Safeguarding Policy
- Attendance and Punctuality Policy
- LAC and PLAC Policy

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____

13. Appendix 1 – Key Members of Staff References

Colleagues who support with the implementation of the policy and are detailed throughout:

Executive Headteacher	Cath Smith
Head of School	Asma Khan
Deputy Headteacher - Inclusion	Guy Brougham