Amplify Education

Exclusions & Suspensions Policy

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As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment

Date	Page	Change	Purpose of Change
June 2026		New Policy	New over-arching policy for the Trust

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1.Statement of Intent

This document sets out the overarching policy for schools to issue suspensions and exclusions within Amplify Education (the Trust). The policy sets out the process that will be followed and the additional considerations around suspensions and exclusions that Amplify Education will apply.

Amplify Education is committed to ensuring that use of suspensions and exclusions is always a fair, reasonable and proportionate response to unexpected behaviour. Amplify Education is committed to ensuring that pupils in school can study in a calm, safe and welcoming environment. Exclusions will be used as a last resort and where possible, other behaviour sanctions will be used instead. Amplify Education will ensure that pupils with vulnerabilities, including those with barriers to learning and those with social workers, will have appropriate support in place, including reasonable adjustments, to help them to be successful in following behaviour expectations.

2.Values, Principles and Standards

Amplify is **a bold voice for Bristol** - speaking with ambition and channelling the city's spirit into a shared journey of belief, opportunity and citizenship.

We **build belief** in every young person, shaping a future where every voice matters, every story is heard, and every learner moves forward with confidence.

We **expand opportunities** and nurture potential to enrich each learner's journey with a passport of inclusive, academic, creative and musical experiences.

We **strengthen citizenship** through connecting communities, educating to build unity and pride. This is Bristol, represented.

Any data collected, stored or managed as a result of this policy, is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

3. Objectives and Scope

3.1 Objectives

The specific objectives of this policy are to:

- ensure the exclusions process across all Amplify schools is reasonable, proportionate and fair;
- ensure all suspensions and permanent exclusions are carried out lawfully;
- help governors, staff, families and pupils understand the exclusions process;
- ensure that pupils in school can study in a safe and welcoming environment;
- support pupils to be successful in school, preventing pupils from becoming NEET (not in education, employment or training).

This policy is underpinned by the commitment of all at Amplify Education to ensure the safety and well-being of the whole school community and to maintain a calm, safe and supportive environment in which all pupils can thrive.

3.2 Legislation and statutory guidance

This policy has due regard to legislation and statutory guidance, including but not limited to:

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2012, updated 2024
- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Part 7, chapter 2 of the Education and Inspections Act 2006
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 and as modified and amended by The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.
- The Equality Act 2010
- Children and Families Act 2014
- School Inspection Handbook
- SEND code of practice 2015
- Keeping Children Safe in Education 2025
- Behaviour in Schools Advice for Headteachers and School Staff, DfE 2024
- Suspension and Permanent Exclusion guidance, DfE 2026

- Inspection information for state-funded schools, which defines 'off-rolling'

3.3 Links to Trust policies

This policy is implemented in conjunction with the following Trust policies:

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- De-escalation and Restrictive Intervention Policy
- Pupil Wellbeing Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy

3.4 Definitions

Suspension: a suspension is where a pupil is prevented from attending the school for a fixed period of time. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 school days of suspension in an academic year.

Internal suspension: an internal suspension is when a pupil is removed from their usual classroom for a short period but remains in school. Instead of being sent home, the pupil works in a separate, supervised space.

Permanent exclusion: a permanent exclusion (PEx) is where, subject to a decision of the Exclusions Panel to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Exclusion: exclusion of a pupil from a school means exclusion on disciplinary grounds. Suspensions and permanent exclusions are both types of exclusion. An exclusion does not include situations where a pupil is told not to attend for reasons that are not disciplinary.

Offsite direction: Off-site direction is when the governing body requires a child to attend another education setting to support them in improving their behaviour.

Managed move: A managed move is the permanent transfer of a child from one mainstream school (the home school) onto the register of another mainstream school (the new school).

4. Responsibilities and Accountabilities

4.1 Responsibilities of the Trust central team

- To monitor, review, challenge and evaluate the data on each school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves
- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- To ensure that where possible alternatives to suspension and exclusion are used
- To support schools in identifying additional barriers that vulnerable pupils may be facing are ensuring that they are supported effectively, including reasonable adjustments as required, to reduce the risk of suspension
- To ensure that reintegration processes are effectively implemented, which support the pupil so that the risk of future suspension is reduced
- To ensure the policy is well communicated to all headteachers
- To provide a suite of templates for use alongside the policy
- To ensure that the policy is regularly reviewed.

4.2 Responsibilities of the headteacher

- Only the headteacher, or acting headteacher, can make the decision to suspend or permanently exclude a pupil from school on disciplinary grounds. There is no trust-agreed 'tariff' for length of suspension; this is decided on a case-by-case basis by the headteacher.
- To ensure the implementation of and compliance with current policy and procedures at school level
- To use exclusion as a last resort, making use of alternative options to keep the child in school wherever possible
- To ensure there is a formal process, within agreed timescales, for informing relevant parties, including families and the governing body, which sets out the reasons for exclusion
- To ensure a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days
- To adopt a reliable method for monitoring suspensions and exclusions, including suspensions received from other schools/providers

- To fully reintegrate pupils who have spent time out of school as a result of this policy, which supports pupils' future behaviour
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To use the suite of templates alongside the policy
- To handle any complaints at school level which arise through this policy.

4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood.

4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy.

4.5 Responsibilities of parents

- To support the implementation of the policy with the child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school.

4.6 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff.

4.7 Responsibilities of the governing body

Governors have the following responsibilities:

- To review data on suspensions and exclusions, and understand any variation over time, and for particular characteristics of pupils.

- To review any permanent exclusions to ensure that this is only being used as a last resort.
- To have oversight of the types of interventions put in place for pupils at risk of suspension and permanent exclusion, including where there are patterns which may indicate that certain policies and support measures are or are not working.
- To determine whether there are any patterns of suspensions and exclusions including for repeat suspensions.
- To consider the level of pupil moves and the characteristics of pupils who are moving on.
- To ensure that any temporary removal of pupils for safeguarding reasons has been used appropriately and only in exceptional circumstances.
- For any suspension of more than 5 school days, ensure suitable full-time education for the pupil has been arranged by the school to begin no later than the sixth school day of the suspension.

4.8 Responsibilities of an exclusions panel

Specific responsibilities regarding exclusions are delegated to an exclusions panel. This panel should consist of a minimum of three Trust local governors supported by a member of the central education team. Local parent governors or staff governors should not sit on an exclusion panel for their own school.

- To ensure that the use of suspensions and exclusions is appropriate and in line with policy.
- 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 exclusions panel must consider any appeals made by families. In this instance, the exclusions panel is not required to arrange a meeting with parents/carers, and it cannot direct the headteacher to reinstate the pupil.
- Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single 'long' term, and the parents/carers appeal the decision, the exclusions panel will consider and decide on the reinstatement of a suspended pupil. The reinstatement of the suspension must be confirmed within 50 school days of receiving notice of the suspension. If the parents/carers do not make an appeal, the exclusions panel is not required to meet, and it cannot direct the headteacher to reinstate the pupil.
- Where the pupil has been suspended, and that suspension brings the pupil's total number of days out of school to more than 15 in a school term, or where the exclusion is permanent, or where the suspension or exclusion would result in a pupil missing a public exam or National Curriculum test, then the exclusions panel must meet to consider the reinstatement of the suspended or excluded pupil within 15 school days of receiving the notice of the suspension or exclusion.
- When establishing the facts in relation to a suspension or permanent exclusion the exclusions panel must apply the civil standard of proof, i.e., 'on the balance

of probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

- In reaching a decision on whether a pupil should be reinstated, the exclusions panel should consider whether the decision to suspend or permanently exclude the pupil was lawful, reasonable, and procedurally fair.
- It is anticipated that the outcome of the panel hearing will be communicated within 72 working hours. Where this is not possible, those involved will be informed of the reason for the delay and provided with a revised anticipated timescale.
- If a reinstatement meeting would make no practical difference because, for example, the pupil has already returned to school following the expiry of a suspension or the parents make clear they do not want their child reinstated, the exclusions panel must still meet to consider whether the pupil should or would have been officially allowed back into the school. Ideally, a reinstatement meeting should happen as soon as possible and should be held before the pupil is back in school.

4.9 Responsibilities of the local authority (LA)

- For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first school day of the exclusion.
- For pupils who are children in care, or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first school day of the exclusion.

5. Determining Suspensions and Exclusions

5.1 Principles for determining suspensions and exclusions

All decisions to suspend or permanently exclude a pupil will be taken by the headteacher after considering all the circumstances.

Only the headteacher, or acting headteacher e.g. Deputy 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 school.

When establishing the facts in relation to a suspension or permanent exclusion decision, the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher

should accept that something happened if it is more likely that it happened than that it did not happen.

Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable, fair and proportionate.

Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where it would be helpful, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

The headteacher will use permanent exclusion as a last resort, and this decision 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.

Where an exclusion is permanent and is given for reasons of persistent breaches of the school's Behaviour Policy, the headteacher must be able to demonstrate how the school has provided support and intervention to the pupil to address their individual needs. This may include (but is not limited to) a range of internal interventions, mentoring, specialist advice, outreach support, short-term off-site direction and alternative provision placement.

5.12 Off-rolling

'**Off-rolling**' is a form of gaming and occurs where a school decides, in the interests of the school and not the pupil, to:

- remove a pupil from the school admission register without a formal, permanent exclusion; or
- encourage a parent/carer to remove their child from the school; or
- encourage a post-16 student not to continue with their course of study; or

- retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension; or
- move a pupil to alternative provision (AP) where this is not in their best interests; or
- send a pupil home without formally recording a suspension regardless of whether it occurs with the agreement of parents/carers; or
- place a pupil on a part-time timetable for behavioural reasons; or
- remove a pupil from the school roll without following due process.

Amplify schools will not suspend or permanently exclude a pupil unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the school, or not allowing them to attend school, without following the statutory procedure contained in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or formally recording the event.

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

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

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

5.2 Process for determining suspensions and exclusions

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked.

- Consider whether the pupil has special educational needs or a disability (SEND) and whether these needs were appropriately met in the run up to the incident. See 5.4.

- Consider whether the pupil is especially vulnerable e.g. the pupil has a social worker, or is a child in care. See 5.3.

- Allow the pupil to give their version of events. 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 wherever possible. 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.

- Consider whether all alternative solutions have been explored, which are outlined in the school's behaviour policy and below.

- In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the headteacher will send the relevant letter setting out the rights of parents/carers. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious, and time is required to fully investigate the circumstances and consider alternatives. Schools may also consider off-site direction under exceptional circumstances during any investigation process for safeguarding/support purposes.

- Where there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil, or if a pupil has been reinstated to the school, decisions to suspend will be made alongside the school's safeguarding duties and its duty to provide an education.

- The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

- There is no Trust-agreed 'tariff' for suspension. All decisions regarding length of suspension are determined by the headteacher of the school.

5.3 Pupils with a social worker, children in care, and previously looked after children

The headteacher should, as far as possible, avoid permanently excluding any pupil with a social worker, including children in care or previously looked-after children.

For many pupils who have a social worker, this is due to known safeguarding risks at home or in the community. Education is an important protective factor, providing a safe space for pupils to access support, be visible to professionals and realise their potential. Decisions about suspensions and exclusions therefore need to take into consideration both potentially increasing vulnerability to harm for these pupils, alongside ensuring a calm and safe environments for all pupils and staff in school. The headteacher or designated teacher must contact the pupil's social worker as early as possible in relevant conversations where a pupil is at risk of suspension or permanent exclusion.

For children in care, if they are at risk of a suspension or permanent exclusion, the headteacher must inform the designated teacher and the virtual school head (VSH)

who together should consider what additional assessment and support needs to be put in place to help reduce the likelihood of a suspension or permanent exclusion. Together, they should consider how effectively the school is using Pupil Premium Plus, how the PEP is being implemented and whether an interim PEP review should be called.

At PEP reviews which should be held at least termly, and any interim PEP reviews, concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion. Where relevant, the school should also engage with a pupil's social worker, foster carers, or children's home manager.

Where previously looked-after children are at risk of being suspended or permanently excluded, the school should engage with the child's parents/carers and the school's designated teacher. The school may also seek the advice of the virtual school on strategies to support a previously looked-after child.

5.4 Pupils with special educational needs and disabilities (SEND)

The Equality Act 2010 requires schools to make reasonable adjustments for pupils with a disability. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed.

The headteacher will make every effort to avoid permanently excluding any pupil with an Education, Health and Care Plan (EHCP).

Schools should engage proactively with parents/carers in supporting the behaviour of pupils with additional needs.

Under the Children and Families Act 2014, schools should ensure appropriate special educational provision is made for pupils with SEND, which will include any support in relation to behaviour management that they need because of their SEND.

For a pupil with SEND, where a school has concerns about the behaviour or risk of exclusion, it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing underlying needs that could be causing difficulties with following school behaviour expectations and the suitability of provision for a pupil's SEND.

Where a pupil has an EHCP, schools should contact the local authority about behavioural concerns at an early stage and consider requesting an early annual

review, prior to making the decision to suspend. Where a permanent exclusion is being considered an early annual review should be called.

For those with SEND but without an EHCP, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may lead to the school requesting an EHC needs assessment.

5.5 Alternatives to suspension and permanent exclusion

Before taking any decision to suspend or permanently exclude a pupil, the headteacher will consider whether alternatives, such as an internal suspension, attending alternative provision, and/or an offsite direction would be a reasonable alternative that should be considered.

5.51 Internal suspension

An internal suspension is when a pupil is removed from their usual classroom for a short period but remains in school. Instead of being sent home, the pupil works in a separate, supervised space. They continue with their schoolwork and are supported to reflect on their behaviour before returning to lessons. Internal suspensions are a short-term measure, not a long-term placement. In many cases, internal suspensions are an effective alternative to an external suspension.

Internal suspension is not the same as isolation or seclusion. Isolation usually means a child is placed alone with very limited interaction. In contrast, internal suspension is supervised, structured, time-limited and focused on learning and reintegration.

The purpose of an internal suspension is to:

- reinforce clear behaviour expectations
- keep pupils learning
- reduce disruption for other children
- avoid the risks that can come with being sent home.

If an internal suspension is deemed an appropriate sanction, parents/carers will be informed verbally at the earliest possible stage. This will be followed up by notification in writing. The internal suspension notification will include:

- the reason(s) for the suspension
- the length of the suspension.

5.52 Off-site direction

Off-site direction is when the governing body requires a child to attend another education setting to support them in improving their behaviour. Off-site direction is arranged under section 29A of the Education Act 2002.

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction can be used to arrange time-limited placements at alternative provision (such as a PRU) or another mainstream school.

The direction off-site can be full-time or a combination of part-time provision in alternative provision and continued mainstream education, depending on the individual needs and circumstances of the pupil. Alternative provision must be suitable to the child's age, ability and aptitude, and any SEN they have. Any offsite direction must enable pupils to continue receiving a broad and balanced education, which supports reintegration into mainstream schooling.

Before any offsite direction, pupils must be involved in sharing their views which will be considered as part of the decision-making process. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments. The original school and the new school should make sure that relevant information is shared between them and the local authority (LA) as appropriate, including:

- data on prior and current attainment
- academic strengths and needs
- a current risk assessment
- advice on effective ongoing risk management and/or other pupil support strategies.

While parental consent is not needed, the Trust would expect discussions to take place with parents/carers to feed in their views about the options available.

As part of the planning phase for off-site direction, a proposed maximum period of time should be discussed and agreed upon. Transition arrangements in and out of the offsite direction setting, and including reintegration support back into their permanent setting, should also be discussed in the planning phase.

Parents/carers (or the pupil if they're aged 18 or over, and the LA if the pupil has an EHC plan) will be notified in writing about an off-site direction, as soon as practicable and no later than 2 school days before the placement begins. This notification must include the information listed below.

- The address where the educational provision will be provided
- The person the pupil should report to when they first attend the provision
- The number of school days the requirement is to be imposed

- The reasons for, and objectives of, imposing the requirement; and in relation to the educational provision:
    - Where 2 sessions per school day are provided, what time the morning session starts, the afternoon session ends and the break between them starts and ends, or
    - Where a single session per school day is provided, what time the session starts and ends,

During the direction off-site to another school, pupils must be dual registered and coded as D. If offsite direction is to an alternative provision, the Amplify Alternative Provision Due Diligence form should be completed.

The school should hold regular reviews of the placements (at least each short term) and invite parents/carers to each review. The school must give written notification to parents/carers within six school days of the review meeting if they decide to continue the placement, including their reasons for the extension and how long the extension will last.

Alternative options, such as a managed move, should be considered as part of the planning process once the time limit has been reached.

5.53 Managed move

A managed move is the permanent transfer of a child from one mainstream school (the home school) onto the register of another mainstream school (the new school). A managed move may be undertaken during the review of an off-site direction placement where a permanent managed move is agreed to be in the best interest of the pupil.

Managed moves must be voluntary and agreed with all parties involved, including the parents/carers and the admission authority of the new school. A managed move may be a viable alternative to a permanent exclusion because the focus is on a fresh start for the pupil and providing continuity of support and services to the pupil in their new educational placement. A pupil must not be permanently excluded because of an unwillingness by the pupil and/or their parents/carers to agree to a managed move.

Managed moves must comply with the School Admissions Code (unless the pupil has an education, health and care (EHC) plan). This means that:

- Managed moves cannot bypass normal admissions rules. A pupil cannot jump ahead of others on a waiting list unless they meet the criteria more closely.
- Managed moves are separate from the Fair Access Protocol (FAP). Only children in prescribed categories (see paragraph 3.17 of the admissions code)

can be placed via the FAP. If a pupil is not eligible for the FAP, published admission arrangements apply.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If a school named on a child's EHC plan believes that a child would benefit from a different setting, they should inform the local authority responsible for the EHC plan so that the authority can then consider whether to review the plan. If the local authority agrees that a managed move would be appropriate, the local authority would need to consult the child's parents/carers, consider their wishes and consult with the new setting to ensure they are able to meet the child's needs. The local authority may need to review and amend the EHC plan, for example to name the new school in Section I as a new placement.

Before any managed move, pupils must be involved in sharing their views which will be considered as part of the decision-making process. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments.
The original school and the new school should make sure that relevant information is shared between them and the LA as appropriate, including:

- data on prior and current attainment
- academic strengths and needs
- a current risk assessment
- advice on effective ongoing risk management and/or other pupil support strategies.

The original school should work in partnership with the new school to ensure that the pupil is provided with an effective integration strategy.

If a pupil has a social worker, school will notify relevant parties as soon as discussions about a potential managed move begin. This should include the social worker, the DSL, the pupil's parents/carers, unless this would lead to safeguarding risks, and for children in care, the virtual school head (VSH). If it's decided that a managed move is in the pupil's best interests, the original school and new school should make sure any personal education plan (PEP) the pupil has is reviewed and amended to take account of the move.

Following a managed move, the original school should delete the pupil's name from their admission register as it will be added to the new school's admission register. Where a managed move follows a period of off-site direction, the pupil will already have been registered at the school where they are receiving education off-site. In these circumstances, the deletion from the original school's register only takes place when the move becomes permanent. The pupil should be registered at one school only.

5.54 Temporarily removing a pupil from the school site for safeguarding reasons

In exceptional circumstances, the headteacher may decide to temporarily prevent a pupil from attending the school site for safeguarding reasons. **This is not an exclusion on disciplinary grounds**.

This measure will only be used when:

- it is necessary to separate pupils to ensure safety, and
- there is no reasonable alternative that would allow all pupils to remain on site.

Decisions will be made on a case-by-case basis, led by the Headteacher with the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g children's social care or the police).

Where this measure is used, the school will:

- inform parents/carers without delay, including the reasons for the decision;
- notify the governing body without delay;
- provide work for the pupil to complete at home, or work with the LA to ensure suitable education is arranged;
- support the pupil's reintegration, as soon as it is safe to do so.

5.6 Evidence and witness statements

The Trust uses Closed-Circuit Television (CCTV) within its premises to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV or mobile phone footage (for example for incidents after school), the footage may be viewed by senior staff only (headteacher or designated representative) as part of the investigation and the content considered before imposing a sanction. If CCTV/mobile phone footage is relied upon for a decision on a suspension or exclusion, then the headteacher can determine whether it may be shown in some format (redacted as necessary) at any review meeting as long as this protects witnesses and others involved from threat of reprisal. Please refer to the Trust's privacy notices for CCTV use.

Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any Exclusions Panel meeting. The Headteacher will determine if the identity of those making the statements should be made anonymous to protect witnesses.

There is no automatic right for parents/carers to view witness statements or CCTV/mobile phone footage.

5.7 Risk assessment

When a pupil is to be suspended or excluded, the headteacher must consider if a risk assessment is required. The decision and reasons for it, must be recorded.

The risk assessment should consider safeguarding (including contextual safeguarding risk) and the health and wellbeing of the pupil while they are excluded and not in school.

The headteacher should consider if the school is able to mitigate any of the risks that emerge, through their own safeguarding team or signposting to external agencies who work with the child.

5.8 Criminal investigations

The headteacher will not postpone taking a decision to suspend or exclude a pupil due to a police investigation being underway, or any criminal proceedings that are in place. Particular consideration will be given by the headteacher when deciding to suspend or exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

If the Exclusions Panel is required to consider the headteacher's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available.

6. Informing relevant parties

6.1 Informing parents and carers

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

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

The parents/carers will also be provided with the following information in writing (where required, translation support (and other accessibility support) will be provided to ensure parents and carers can access information in a format that is clear, understandable and accessible to them), without delay and, at the latest, by

the end of the afternoon session on the first school day of the suspension or permanent exclusion:

- 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;
- that they must ensure that the pupil is not present in a public place at any time during school hours during the period of the suspension or permanent exclusion and that if they fail to comply with this duty without reasonable justification, they commit an offence and may be given a fixed penalty notice or be prosecuted;
- parents'/carers' right to make representations about the suspension or permanent exclusion to the Exclusions Panel, the right to request remote access to the meeting, and how any representations should be made;
- where there is a legal requirement for the governing body to hold a meeting to consider the reinstatement of a pupil, that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend;
- if a pupil is normally registered to attend breakfast club or after school clubs, then the suspension or exclusions would also cover attendance at that club or activity. The suspension or exclusion letter that is sent to the parent/carer should make this clear;
- if alternative provision is being arranged, the following information will be included, if possible:
    - the start date and end 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 school 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 school 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 school 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/pupil without delay and provide a reason for the cancellation.

6.2 Informing the central education team

The headteacher will, without delay, notify the Trust central education team (headteacher's line manager and Director of Inclusion) of:

- any suspension of more than five school days;
- any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil.

6.3 Informing the exclusions panel

The headteacher will, without delay, notify the exclusions panel of:

- any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil;
- any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 15 school days in a term (a template is available in linked documents);
- any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam;
- any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation.

6.4 Informing the local authority (LA)

The headteacher will notify the LA of all school exclusions.

The headteacher will, without delay, inform the pupil's 'home authority' of the exclusion and reason for it, if the pupil lives outside the LA in which the school is located.

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

6.5 Informing the pupil's social worker, designated teacher and/or virtual school head (VSH)

In order to best work together to consider what factors may be affecting the pupil's behaviour, and what further assessment of need or additional support can be put in place to improve the behaviour:

- The headteacher will inform a pupil's social worker if a pupil with a social worker is at risk of suspension or permanent exclusion, or if they have decided to cancel a suspension or permanent exclusion, and why (where relevant)
- The headteacher will inform the school's designated teacher, as well as the virtual school head (VSH) if a child in care is at risk of suspension or permanent

exclusion, or if they have decided to cancel a suspension or permanent exclusion, and why (where relevant).

Where a child in care is at risk of suspension, the school and VSH will together consider how effectively the school is using Pupil Premium Plus, how the PEP is being implemented and whether an interim PEP review should be called. The purpose of this would be to explore whether further support could be implemented which would reduce the pupil's risk of suspension.

7. After issuing a suspension or exclusion

7.1 Providing education during the first 5 school days

If the pupil is not attending alternative provision (AP), the headteacher will ensure that achievable and accessible work is set and marked for the pupil during the first 5 school days of a suspension or exclusion. This may be online work.

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 a child in care or if they have a social worker, the school will work with the Local Authority to arrange Alternative Provision from the first school day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

7.2 Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing body.

Where there is a cancellation, the parents/carers, Exclusions Panel, LA, the child's social worker, designated teacher and VSH will be notified without delay, providing the reason for cancellation. At this point, the Exclusions Panel's duty to hold a meeting and consider reinstatement ceases.

Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay.

The pupil will be allowed back into school without delay.

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

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.

7.3 Registers

While the pupil's name remains on the school's admission register, the pupil's attendance will be recorded appropriately.

- Where alternative provision (of an approved educational activity that does not involve the pupil being registered at any other school) has been made for an excluded pupil and they attend it, code B (education off-site) will be used on the attendance register.
- During off-site direction to another school or educational establishment, code D (dual registration) will be used.
- Where excluded pupils are not attending alternative provision, code E (absent) will be used.
- Where a pupil is temporarily forbidden from being onsite for safeguarding reasons, code C should be used.

For permanent exclusions, the pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers were notified of the Exclusions Panel's decision to not reinstate the pupil, and no application has been made for an independent review panel, or
- the parents/carers/pupil 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 school will wait until that review has concluded before removing a pupil's name from the register.

7.4 Independent review panels (IRP)

If parents/carers apply for an independent review within the legal timeframe, the Trust will, at its own expense, arrange for an independent panel to review the decision of the Exclusions Panel. The Trust will normally engage the Local Authority to arrange the Independent Review Panel.

Independent reviews can be held remotely at the request of parents/carers. However, these can be refused if, following a risk assessment, there are safeguarding concerns which mean that a remote meeting won't allow full participation or can't be held fairly and transparently

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

8. Returning from a suspension

8.1 Reintegration meeting

At the end of a suspension, a pupil and their parents/carers will be invited to a reintegration meeting with the headteacher and/or any other relevant staff to support the pupil. The purpose of the meeting is to support the pupil to return successfully so that further suspensions are avoided. Notes of the meeting should be recorded, including pupil and parent/carer voice.

The school expects all returning pupils and their parents/carers to attend the reintegration meeting, but the meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The meeting should:

- re-build the pupil's sense of belonging within the school community. During the meeting the school will communicate to the pupil that they are having a fresh start and that they are a valued member of the school community;
- remind the pupil of the school's behaviour expectations, values and culture;
- agree how relationships with any staff or pupils can be re-built so that the pupil can reintegrate successfully;
- agree how the pupil will catch up any missed learning and how future engagement with learning will be supported;
- agree a reintegration plan.

8.2 Reintegration plan

At the meeting a reintegration plan will be agreed to help the pupil reintegrate successfully into school life and full-time education. The plan aims to:

- agree the support that a pupil may need to understand the impact of their behaviour on themselves and others;

- identify barriers that are making it difficult for the pupil to be successful;
- decide whether the school needs to assess for unmet special educational and/or health needs;
- agree any interventions (pastoral/learning) or additional provision that might reduce the chance of repeat behaviours;
- decide if further academic support (for example with reading) is required to help the pupil engage more successfully and make better progress moving forwards;
- agree frequency of review with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage.

Part-time timetables are not used as a tool to manage behaviour and, if recommended at the re-integration, will be put in place for the minimum time necessary.

9. Complaints

For complaints relating to a suspension or exclusion, parents/carers should follow the guidance in the letter sent by the headteacher about the suspension/exclusion.

If complaints relate to the application or implementation of this policy, or if parents/carers feel they are being pressured into a managed move, then they should raise their concerns with the headteacher.

If the complaint relates to the headteacher, then the complaint should be raised in accordance with the Amplify Complaints Policy.

10. Monitoring arrangements

As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. The decision to suspend or exclude a pupil must be lawful, reasonable, proportionate and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. An Equality Impact Assessment has been carried out on this policy, and the outcome is available on request.

The Trust central education team reviews use of suspensions and exclusions across the Trust (see 4.1), reporting to the Amplify Education and Quality Standards Committee.

The Education and Quality Standards Committee review suspensions and exclusions across the Trust twice a year. They evaluate suspension and exclusion trends

alongside attainment, attendance and quality assurance data, to ensure that use is fair, reasonable and proportionate.

Local governors have oversight of the types of interventions put in place for pupils at risk of suspension and permanent exclusion, including where there are patterns which may indicate that certain policies and support measures are or are not working (see 4.7).

The Trust exclusions panel ensures that the use of suspensions and exclusions is appropriate and in line with policy (see 4.8).