St. Monica's

Catholic Primary School

'Let Trust, Respect and Love live here.'

Suspensions and Permanent Exclusion Policy

Agreed Summer 2026

Reviewed Summer 2027

1. Aims

This policy describes the arrangements that St Monica's Catholic Primary School follows regarding the exclusion of pupils. We recognise that exclusion of any pupil is a very serious matter and always an act of last resort. The school will ensure that no exclusion decision will be reached without fully exhausting working in partnership with parents, seeking professional and Local Authority advice drawing on their guidance and resources available, and consideration of equalities matters. Where possible, we will use the Strengths and Needs/ family community-based help (previously targeted early help) assessment when concerns emerge prior to exclusion.

The Governing Body and the Headteacher of the school are committed to the provision of a broad and balanced curriculum for all pupils. We are also responsible for promoting good behaviour and discipline on the part of the whole school community and for securing an orderly and safe environment for pupils and staff in order to ensure that the curriculum is delivered, and pupils are able to realise their full potential.

The Headteacher has the discretion to respond to pupils who are displaying challenging behaviour but will do so consistently in the context of the school's Behaviour Policy. That policy and other relevant documents include a number of different strategies designed to promote the continued inclusion of pupils into the school. Exclusion is the most drastic step that any school can take because it runs against the school's commitment to inclusion and is of necessity reserved for the most serious cases.

Exclusion itself can take many different forms and these may include:

- Time out within the class imposed by the teacher
- Time out in another teacher's class
- Lunchtime suspension
- Fixed term suspension
- Permanent exclusion

This policy deals with lunchtime, suspensions and permanent exclusions and has been developed in accordance with the Statutory Guidance. We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

The school aims to:

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

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

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'

- As a result of their special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- If they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026). It is based on the following legislation, which outlines schools' powers to exclude pupils:

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

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- The Equality Act 2010
- Children and Families Act 2014
- **Children's Wellbeing and Schools Act 2026**
- **Education (Educational Provision for Improving Behaviour) Regulations 2026** which underpin the new off-site direction and managed moves laws.

3. Definitions

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

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

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

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

4. Roles and responsibilities

The school recognises that parents are profoundly affected by the exclusion of their children and school will work with them closely to ensure that the pupil's circumstances are fully understood and that parents have the ability to support the school and pupil. Pupils at risk of being excluded are likely to have had a history of disaffection and to have had a variety of contracts (Behaviour Action Plans, Behaviour Support Plans, Pastoral Support Plans, Risk Assessments) before the question of exclusion arises. In formulating these plans a number of different agencies will be engaged to support the pupil and the school to avoid exclusion, for example the Local Authority teams that support and oversee inclusion/exclusion, Children's Social Care services such as the family community-based help (previously targeted early help) , and/or the Educational Psychology Service. In all cases the involvement of these agencies will be with parents' consent and, in many instances, they will have made direct contact with parents.

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

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

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider any current outside agency professional advice and make further relevant referrals if appropriate
- Consider whether the pupil has special educational needs (SEN). Assessment of a pupil's needs will often assist in identifying the underlying causes of unacceptable behaviour. In the case of a pupil with an EHCP, an emergency review will be convened with school and other professionals.
- Consider whether the pupil is especially vulnerable e.g. the pupil has a social worker or is under the care of the Local Authority. We will work with the Local Authority and Virtual School to ensure that the child's needs are met.
- Consider any potential bias. The school is aware that pupils from minority ethnic backgrounds are more likely to be excluded across England. This does not meet our inclusive ethos and requirements for our school. We will work with families, community leaders and other professionals to address any real or potential bias.
- Consider whether all alternative solutions have been explored, such as off-site direction

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so. Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker. The Headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

Offensive weapons

An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapons can be broken down into two categories: a) Those that are made as an offensive weapon or adapted for use for causing injury to the person; and b) weapons not made or adapted as an offensive weapon but intended by the person having in possession of it to cause injury to another.

It is illegal to:

- Be in possession of a knife/bladed article on school premises
- Be in possession of an offensive weapon without lawful authority or excuse in any public place
- Threaten with a blade or sharply pointed article on school premises.

To assist in managing incidences where pupils are believed to be carrying offensive weapons on school premises, the school will follow OFSTED recommendations and will:

- Have suitable policies and procedures in place for managing the possession of offensive weapons – detailed in the school's behaviour policy (i.e. this policy)
- Report all incidents to the police
- Work with police neighbourhood teams/school liaison officers, and the Youth Offending Service to link in with preventative work.
- Ensure clarity around decision making process led by the Headteacher and any subsequent actions by the police.

The school will also follow NSPCC advice (npcc.police.uk) where there is a helpful flow chart for use by leaders.

The school acknowledge that the possession of a weapon, particularly a knife on school premises is often an indicator of vulnerabilities for the young person concerned and therefore a multi-agency approach is important, instigated by a police referral. The school are not expected to manage the situation in isolation.

Headteachers, and staff authorised by them, have the power to search students for offensive weapons, with their consent. They also have statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have an offensive weapon. School staff have the power to use force as is reasonable in the circumstances. It is important that staff do not put themselves at risk.

The school are required to contact the police (unless in exceptional circumstances where there is a reasonable explanation, or set of circumstance, where it is obvious

that a weapon or prohibited article has been brought into school as a genuine mistake). The weapon should be seized and stored securely by the school. The school will contact parents to inform them of the incident as soon as possible after the Police have been informed. The incident should immediately be recorded by the school. This is in order to prevent any misunderstandings or misrepresentations of the incident and to assist in any complaint or post incident investigations.

An family community-based help (previously targeted early help) assessment should be completed, if one has not already been undertaken, on any pupil found to be in possession of an offensive weapon in school.
Appropriate school sanctions (for example, whether to permanently exclude or otherwise) are at the discretion of the Headteacher after a full investigation into the incident has taken place, in accordance with DfE guidance: 'Exclusion from schools and pupil referral units in England.' The school will ensure that they have consulted with the relevant agencies.

Lunchtime Suspension

Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspension is treated in the same way as any other suspension:

- The Headteacher will inform the parent of the suspension and the reasons for it
- The suspension will run for a fixed period and must be marked in the register as a half day suspension per day
- Parents/carers have the right to make representations about the suspension to the discipline committee of the governors.

It is not permissible to insist that a pupil is off the premises for lunchtime without it being a formal suspension. Informal arrangements to stay at home are not permitted.

Temporary Separation for Safeguarding purposes

Safeguarding separation is not a disciplinary exclusion but may be needed for specific child protection and safeguarding concners. Such decisions will remain lawful, proportionate and compliant with safeguarding/equality duties. The Governing Board must be informed without delay.

Suspension

The Headteacher may suspend a pupil for up to 45 days in any one school year. However individual suspensions will be for the shortest time necessary, because any suspension makes it difficult for the pupil to reintegrate back into the school and damages positive home/school relationships. Any suspension over 5 days requires the school to provide full time education elsewhere for the duration of the suspension.

School will seek advice from representatives of the Milton Keynes Primary Pupil Referral Unit (MKPPRU) and may make an emergency referral. Admission to the MKPPRU is only for children who are resident in Milton Keynes or who attend a

Milton Keynes primary school. A referral can be made via the monthly Panel and this would be used to avoid permanent exclusion.

Permanent exclusion

Permanent exclusion is an extremely serious step to take. The Headteacher will normally only consider such action if:

- the pupil presents a significant health and safety risk to themselves and/or others
- or has been responsible for a single event that presents a serious threat to the health and safety of students and the school community
- the pupil has been offered a full range of services and strategies designed to maintain that pupil's inclusion in school
- there is evidence that previous plans and strategies have been consistently applied but brought about no significant improvement in the behaviour of the pupil.

Managed Moves

A managed move is a voluntary agreement between the school, the parents/carers, and another school, to facilitate a permanent transfer of a pupil. It is used as an early intervention to support a pupil who is at risk of permanent exclusion.

However, managed moves must be conducted strictly in accordance with statutory guidance and admissions legislation.

Prohibition of "Trial" Managed Moves or "Trial" Admissions

Important Legal Restriction: Under statutory DfE guidance, there is no legal mechanism for a "trial" managed move or "trial admission."

- Immediate Registration: When a pupil undertakes a managed move, they must be registered at the hosting school. They cannot be admitted on a provisional, temporary, or trial basis to "see if they fit."
- Permanent Intent: A managed move must only be initiated with the genuine, shared intention of a permanent transfer. Using a managed move as a temporary behaviour intervention without the intent of permanent registration is unlawful.
- Prior Integration Support: If a pupil requires a temporary placement at another mainstream school to support their behaviour, this must be arranged under the separate statutory framework for off-site direction, not a managed move.

Alignment with Standard In-Year Admissions

A managed move is a transfer of registration and cannot override standard admissions law or the school's published admissions arrangements.

- No Bypassing of the Waiting List: If our school is approached to accept a pupil on a managed move, we cannot bypass our standard in-year admissions process to accommodate them.
- Capacity and Over-subscription: If the relevant year group at our school is full, we cannot agree to a managed move that would exceed our Published Admission Number (PAN), unless an official exception applies under the local Fair Access Protocol (FAP). A pupil cannot leapfrog other children who are already on the school's waiting list.
- Consent and Cooperation: A managed move can only go ahead with the full, explicit, and written consent of the parents/carers, the sending school, and the receiving school. If any party—including our school, due to capacity constraints—is unable to agree, the managed move cannot take place.

Off-Site Direction

Where in-school interventions or targeted support have not been successful in improving a pupil's behaviour, the school may use off-site direction. This is a time-limited placement where a pupil is required to temporarily attend another mainstream school or an alternative provision setting specifically to support and improve their future behaviour.

Off-site direction is a proactive intervention and must never be used as a sanction or punishment for past misconduct.

Written Notice Requirements

Before a pupil is directed off-site, parents/carers must be given full clarity regarding the placement. The school will provide parents/carers with a formal written notice detailing the arrangement.

- Notice Period: The written notice must be provided to parents/carers no less than two school days before the day the off-site placement is due to commence.
- Prescribed Information: The written notice will explicitly state:
    - The address of the placement setting.
    - The name of the specific person to whom the pupil must report on their first day.
    - The specific objectives of the placement and the reasons for the direction.
    - The duration (number of days) of the placement.
    - The expected daily start, finish, and break times.

Mandatory Review Process

To ensure the placement remains effective, meets the pupil's needs, and works toward a successful return to our school, it must be kept under regular review.

- Review Intervals: Review meetings will be scheduled at regular, defined intervals tailored to the needs of the child, ensuring continuous monitoring.
- Mandatory Attendance: Each review meeting must involve:

    - The Headteacher.
    - The parents/carers.
    - A nominated member of the school's Governing Board (who must not be the Headteacher, to ensure independent scrutiny).
    - A representative from the hosting placement or alternative provision.
- Notification of Reviews: Parents/carers will receive a written invitation to each review meeting no later than six days before the meeting date, giving them the opportunity to attend or submit their views in writing.

Pupils with an Education, Health and Care Plan (EHCP)

The school recognizes its ongoing statutory duties to secure special educational provision for pupils with Special Educational Needs and Disabilities (SEND).

- Local Authority Involvement: If a pupil directed off-site has an Education, Health and Care Plan (EHCP), the school must explicitly invite the Local Authority (LA) to send a representative to all scheduled placement reviews.
- Review Objectives for EHCP Pupils: For these pupils, the review must additionally monitor whether the placement is successfully delivering the special educational provision set out in Section F of their EHCP, ensuring the pupil's needs continue to be legally met while off-site.

Informing parents

If a pupil is at risk of suspension or exclusion the Headteacher will inform the parents 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 will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay. The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the Governing Board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Governing Board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense).

The Headteacher will also notify parents 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 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 may be given a fixed penalty notice or prosecuted if they fail to do this

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

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the Headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Informing the Governing Board

The Headteacher will, without delay, notify the governing board of:

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

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

Informing the Local Authority (LA)

The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

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

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

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

If a:

- Pupil with a social worker is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker as early as possible
- Pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the headteacher will inform the VSH as early as possible.

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.
If the Headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam
- Where relevant, the social worker/VSH will be invited to any meeting of the Governing Board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the Governing Board. Where there is a cancellation:

- The parents, Governing Board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- As referred to above, the Headteacher will report to the Governing Board once per term on the number of cancellations
- The pupil will be allowed back in school

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

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom may

be used for this. If the pupil has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

4.2 The Local Governing Board

Responsibilities regarding suspensions and permanent exclusions are delegated to a Governing Board consisting of at least 3 governors.

The Governing Board has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

For any suspension of more than 5 school days, the Local Authority will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.
The Governing Board will challenge and evaluate the data on the school's use of suspension, exclusion and off-site direction to alternative provision.

The Governing Board will consider:

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

4.3 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 day of the exclusion. For pupils who 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. Considering the reinstatement of a pupil

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

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

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

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

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

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

- Parents, (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

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 can either:

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

In reaching a decision, 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 pupil and their peers
- Any evidence that was presented to the Governing Board

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

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

- The parents
- The Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil'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 pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' 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)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That parents must make clear if they wish for a SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

6. School Registers

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

- 15 school days have passed since the parents were notified of the Governing Board's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents 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 pupil's name from the register. While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, education off-site code or code dual registration will be used on the attendance register.

Where excluded pupils are not attending alternative provision, an absent code will be used.

Making a Return to the LA

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

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

8. Returning from a suspension

8.1 Reintegration Strategy

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. Where necessary, the school will work with third-party organisations to identify whether the pupil 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:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support.

Part-time/reintegration timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary. The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Reintegration/part time timetables

It is important to emphasise that there is no statutory basis upon which to establish a reintegration timetable. With the agreement of parents and carers, where a short-fixed term period of part time education may be judged to be in the interests of pupil, who is finding full time education very challenging, this may apply. This must, however, be for a short, agreed period that has a planned progression back to full-time within a maximum of six weeks.

The school remains committed to all children's entitlement to a full-time education offer and makes clear the requirement that a reintegration timetable cannot be implemented without written agreement from parents (and where appropriate the Virtual School where a child is in the care of the Local Authority, Youth Offending worker when the child is on a Court Order, Social Worker where a Child Protection, Team Around the Family or Child in Need Plan is in place or SEN Team at the Local Authority where appropriate).

In circumstances where the school consider that a reintegration timetable for a pupil is needed, the school must:

- Consult with relevant outside agency and professionals and consider further referral with regards to the child's and/or families' SEN or social care needs
- Notify the LA (including the SEN team if the pupil has an Education and Health Care Plan)
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Convene a meeting to discuss the proposals for a reintegration timetable. This must include the parent of the pupil and any relevant agencies must be invited
- Establish a plan (Pastoral Support Plan, Individual Learning Plan, Personal Education Plan etc.) for the reintegration timetable which details:

o the proposed timetable to get back to full-time within 6 weeks
o details of the review schedule
o the supportive interventions that will accompany this reduction in time at school
o school including the environment system changes within school and the
o new skills that will be taught.
o outcome and exit strategies. How will all parties know that it is successful?
o the named person responsible for the plan within the school
o the consideration of safeguarding measures for the duration. The school must carry out a risk assessment before implementation, of the child spending more time out of

the school and this should be recorded formally in the plan. Consideration should be given in many cases to external behaviour
o support and/or family community-based help (previously targeted early help)
o consideration should be given to whether alternative provision should be considered to meet need.

The plan and the teaching hours must be signed by the parent and without parental agreement this strategy of a reduction in hours cannot be implemented.

St Monica's recognises that pupils on part-time timetables are recognised under KCSIE 2026 as needing heightened safeguarding vigilance and oversight, ensuring their safety and wellbeing are actively monitored while off-site.

8.2 Reintegration Meetings

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community. The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend. The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

9. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units and off-site directions
- Anonymous surveys of staff, pupils, governors/trustees and other stakeholders on their perceptions and experiences

The data will be analysed termly by the Headteacher, who will report back to the governors. The data will be analysed from a variety of perspectives including:

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

The 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 pupils are identified by this analysis, the school will review its policies in order to tackle it.
At every review, the policy will be approved by the Governing Board.

10. Links with other policies

This exclusions policy is linked to our:

- Behaviour policy guidance
- SEN policy and information report