

THE KITE ACADEMY TRUST

SUSPENSION & EXCLUSION POLICY

P1207

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1 Introduction

At The Kite Academy Trust, we understand that good behaviour and discipline is essential for promoting a high-quality education. We seek to create an inclusive, safe, happy and healthy and positive learning environment for all pupils.

We aim to provide a positive learning environment in which all pupils are able to realise their full potential. At times, pupils may exhibit extremes of behaviour in a variety of situations. We make every endeavour to meet the needs of individuals, but we also recognise our responsibility for the welfare of all our pupils and staff.

A decision to issue a pupil with an internal exclusion, a suspension or to permanently exclude them is seen as a last resort by the academy. Any decision will always be:

- Lawful
- Rational
- Reasonable
- Fair
- Proportionate

The physical and emotional health of our pupils and staff is our primary concern and we therefore accept that, in some serious situations, exclusion may be necessary if all other strategies have been exhausted.

2 Aims of the Policy

Our policy aims are to ensure that:

- The suspension and exclusion process is applied fairly and consistently
- The process is understood by Trustees, Governors, staff, parents and pupils
- The Trust and its academies maintain a safe and caring environment in which all pupils can learn and succeed
- Ensure that pupils in school are safe and happy
- Rigorous Early Help strategies are used to support pupils to reduce the need for any suspension or permanent exclusion
- Pupils do not become NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

Amongst other disciplinary sanctions, our academies recognise that the suspension or exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the academy's Behaviour Policy.

The exclusion of a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspension or exclusion of a pupil will only be used as a means of last resort.

The Trust has created this policy to ensure that suspensions and exclusions are dealt with both fairly and lawfully, and in line with the Department for Education's statutory guidance. This policy also aims to secure a pupil's right to an education despite having been suspended or excluded, by ensuring that appropriate alternative arrangements are in place.

3 Legislation & Statutory Guidance

This policy is based on the Department for Education ~~2024~~ 2026 Guidance**: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement**. We also follow the most up-to-date guidance on suspensions and exclusions from the relevant Local Authority.

This policy 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**

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2024) **Behaviour in schools**
- DfE (2015) **Special educational needs and disability code of practice: 0 to 25 years**
- DfE (2018) **Mental health and behaviour in schools**
- **The School Attendance (Pupil Registration) (England) Regulations** (2024)

This policy operates in conjunction with the following academy policies:

- Behaviour Policy/Pupil Code of Conduct
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection & Safeguarding Policy

A note on' off-rolling'

The Trust is aware that 'off-rolling' is unlawful. Ofsted defines off-rolling as:

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

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

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they 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

4 Definitions

For the purpose of this policy:

Suspension

When a pupil is excluded from school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion
When a pupil is removed from school permanently and taken off the school roll.

Exclusion
The term 'exclusion' includes both suspensions (fixed-period exclusions) and permanent exclusions

Off-site direction
When a pupil is required to attend another education setting temporarily, to improve their behaviour.

Parent
Any person who has parental responsibility and/or care of the child.

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

5 Roles & Responsibilities

Academy Headteacher

Deciding whether to suspend or exclude
Only the Academy Headteacher, or Acting Academy 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 Academy 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 academy'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 Academy Headteacher will:

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

The Academy 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 Academy 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.

Informing parents
If a pupil is at risk of suspension or exclusion, the Academy 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 Academy 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 relevant Trust Board Committee and how the pupil may be involved in this;
- How any representations should be made;
- Where there is a legal requirement for the Trust Board Committee to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a companion.

The Academy 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 Academy 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 academy reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Informing the Trust Board Committee/ Hub Board Committee

The Academy Headteacher will, without delay, notify the Trust Board Committee 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 Academy Headteacher will notify the Hub Board Committee 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 Academy 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 local authority area in which the academy is located, the Academy 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 Academy Headteacher will inform **the social worker** as early as possible.

If a **pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Academy 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 Academy Headteacher decides to suspend or permanently exclude a pupil with a social worker/ 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 Trust Board Committee regarding 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 Academy 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 Trust Board Committee. Where there is a cancellation:

- The parents, the Trust Board Committee and the Local Authority 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 Academy Headteacher to discuss the cancellation;
- As referred to above, the Academy Headteacher will report to the Hub Board Committee 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 Academy Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Oak Academy may be used for this. If the pupil has a special educational need or disability, the Academy 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 academy will work with the Local Authority to arrange alternative provision from the first day following the suspension or permanent exclusion. Where this isn't possible, the academy will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

Trust Board Committee & Hub Board Committee

Considering suspensions and permanent exclusions

The Trustees of The Kite Academy Trust delegate responsibility for exclusions to a Trust Board Committee (comprising two Trustees and one Hub Board Committee Representative).

The Trust Board Committee has a duty to consider parents' representations about a suspension or permanent exclusion and to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

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

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

Monitoring and analysing suspensions and exclusions data

The Hub Board Committee will challenge and evaluate the data on the academy's use of suspension, exclusion, off-site direction to alternative provision and managed moves. The Hub Board Committee will consider:

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

The Local Authority

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

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

6 Considering the Reinstatement of a Pupil

The Trust Board Committee 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 Trust Board Committee must consider any

representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the Academy 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, the Trust Board Committee 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 Committee is not required to meet and it cannot direct the Academy 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 Trust Board Committee 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 Trust Board Committee 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 Trust Board Committee and allowed to make representations or share information:

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or companion);
- 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 companion);
- The Academy Headteacher;
- The pupil's social worker, if they have one;
- The VSH, if the pupil is looked after.

The Trust Board Committee 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 Trust Board Committee 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 Trust Board Committee will consider:

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

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

- The parents, or the pupil, if they are 18 or older;
- The Academy 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 academy's.

Where an exclusion is permanent and the Trust Board Committee 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 Trust Board Committee 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, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Trust to appoint a SEN expert to advise the review panel;
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment;
- 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 companion 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.

7 Independent Review

If parents apply for an independent review within the legal timeframe, the Trust will arrange for an independent panel to review the decision of the Trust Board Committee not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Trust Board Committee of its decision to not reinstate the pupil or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the School Governor category and 2 from the Headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a School Governor or volunteer;
- Current or former School Governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time;
- Headteachers or individuals who have been a Headteacher within the last 5 years.

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

- Are the Headteacher of the excluding school, or have held this position in the last 5 years;
- Are an employee of the academy trust, a Trustee or an Hub Board Committee Governor of the excluding school (unless they are employed as a Headteacher at another school);
- Have, or at any time have had, any connection with the academy trust, academy, Trustees, Hub

Board Committee Governors, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality;
- Have not had the required training within the last 2 years (see Appendix 1 for what training must cover).

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

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

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

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

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

Following its review, the independent panel will decide to do 1 of the following:
- Uphold the Trust Board Committee's decision
- Recommend that the Trust Board Committee reconsiders reinstatement
- Quash the Trust Board Committee's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

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

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the Trust Board Committee at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Trust Board Committee and that it ought to have considered if it had been acting reasonably.

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

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

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

This notification will include:
- The panel's decision and the reasons for it;
- Where relevant, details of any financial readjustment or payment to be made if the Trust Board Committee does not subsequently decide to offer to reinstate the pupil within 10 school days;
- Any information that the panel has directed the Trust Board Committee to place on the pupil's educational record.

Trust Board reinstatement meetings and Independent Review Panels can be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged.

8 School Registers

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

- 15 school days have passed since the parents were notified of the Trust Board Committee'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 Trust Board Committee will wait until that review has concluded before directing that a pupil's name be removed from the register.

While the pupil's name remains on the academy's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register. Where excluded pupils are not attending alternative provision, code E (absent) will be used.

9 Local Authority Return

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.

10 Returning from a Suspension

Following a suspension, off-site direction or separation for safeguarding purposes, the academy will put in place a strategy to help the pupil re-integrate 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:

- Maintain regular contact during the suspension/off-site direction;
- Welcoming the pupil back to school;

- Daily contact with a designated member of staff during the suspension and upon return;
- Mentoring by trusted adults;
- Regular review meetings with the pupil and parents to praise progress and address any concerns at an early stage;
- Informing the pupil, parents and staff of potential internal and external support.

Part-time timetables should not be used as a tool to manage behaviour; if used, part-time timetables 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.

Re-integration Meetings

The academy will explain the re-integration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. Re-integration meetings will take place following a suspension, period of off-site direction or separation for safeguarding purposes, as appropriate. During the meeting, the academy will communicate to the pupil that they are getting a fresh start and that they are a valued member of the academy community. Any learning from the incident will be discussed and any additional support for the pupil identified.

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. We encourage 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.

Pastoral Support Programme Meetings

If a pupil has received a previous suspension and there is a concern the current support in place is not effectively meeting the pupil's needs, it may be considered that they are at risk of further suspension or exclusion. Additional advice and support will be sought and a Pastoral Support Programme (PSP) meeting will be held. The pupil, parents/carers, staff working with the pupil and any relevant outside agencies will be invited to the meeting to discuss what is working, what the concerns are and agree a plan of support. This will be regularly reviewed.

If the pupil has an Education, Health & Care Plan, it may be appropriate to arrange an interim review.

The Academy Headteacher will notify the Executive Headteacher and the Trust's Lead for SEND and Inclusion of any children at risk of suspension or exclusion. Where appropriate, the Trust's Lead for SEND and Inclusion will provide support to the academy with PSP arrangements.

11 Internal Exclusions

Internal Exclusion is when a pupil is withdrawn from class for a finite period and supervised (whilst continuing school work) in another part of the academy, due to either a step on the pupil's behaviour plan, or in response to serious unexpected behaviours (see the academy's Behaviour Policy). The length of the internal exclusion will be proportionate to the behaviour.

Parents/carers will be informed if their child is to be placed in an internal exclusion verbally and this will be followed up with a letter. If a pupil does not follow instructions or remain in the part of the academy that has been allocated, a decision will be made regarding the next appropriate action. During an internal exclusion, the pupil will have access to the toilet facilities, drinking water, their snacks/lunch, fresh air and movement breaks (separate from their peers).

Internal exclusions may be for whole, part or specific times (e.g. lunchtimes) of the school day.

12 Separation for Safeguarding Purposes

In certain circumstances, the academy may temporarily prevent a pupil from attending the academy premises for safeguarding reasons. This may be necessary where there is an allegation of harm by one pupil against another and pupils need to be physically separated. Such an arrangement is not an exclusion on disciplinary grounds and must not be recorded as a suspension or permanent exclusion.

This measure will only be used in rare circumstances where separating pupils is essential and cannot practicably be achieved in a way that allows the pupil or pupils to remain on the academy premises. The decision will be made in conjunction with the Designated Safeguarding Lead (DSL), or a deputy DSL, and will be supported by appropriate risk assessment and safeguarding planning.

Parents/carers will be informed of the reason why the pupil has been temporarily prevented from attending the academy premises. The Trust Board Committee will be notified without delay. The academy will make appropriate arrangements for the pupil's education. Where neither the academy nor the parent makes such arrangements, the Local Authority must arrange education for the pupil.

The arrangement will be kept under review and used only for as long as it remains necessary. The academy will work with the pupil, parents/carers and relevant agencies to plan and support a safe return to full-time education.

13 Off-site Direction & Managed Move

An '**off-site direction'** is when a pupil is required to attend another education setting temporarily to improve their behaviour. The Trust Board is responsible for arranging an off-site direction and will comply with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026. 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 an alternative provision or another mainstream school. An off-site direction will only be used to improve a pupil's future behaviour and will not be used as a sanction or punishment for past misconduct.

When an off-site direction is used, the academy will ensure that parents/carers are provided with clear written information about the placement, including the reason for the placement, its intended objectives, the duration, the educational provision to be accessed, review arrangements, and the contact details of key staff. The academy will work collaboratively with the placement provider, pupil and parents/carers to monitor progress and review whether the placement is achieving its intended outcomes. The views of the pupil will be considered, taking account of their age and understanding, when making decisions about off-site direction.

The Trust Board will keep the off-site direction under review for as long as it remains in effect and will decide following each review whether it should continue and, if so, for what period. Review arrangements and decisions will be recorded in writing. Parents/carers will be notified in writing of the decision and the reasons for it no later than six days after the review meeting.

Before an off-site direction begins, the academy will ensure that relevant information is shared with the receiving provider or school, including information about attainment, a current risk assessment and advice about ongoing risk management and pupil support. The academy will retain evidence of the interventions and support considered or undertaken before the direction was made.

A '**managed move'** is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school. The views of the pupil will be sought and considered, taking account of their age and understanding, when considering a managed move. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new

school. Managed moves should only occur when it is in the pupil's best interests. It provides an opportunity for a pupil at risk of permanent exclusion or with significant attendance issues to have a fresh start in a new school. A managed move requires the agreement of the pupil's parents/carers, the Headteacher of the pupil's current school and the Headteacher of the receiving school.

A managed move may be suitable in the following circumstances (not all have to apply):

- Where a pupil has significant attendance issues;
- Where a pupil is at risk of permanent exclusion from their current school (i.e. pupils posing a risk to the welfare of other pupils at the current school);
- Where the opportunity for a fresh start in a new school would be of benefit to the pupil;
- Parents/carers are in full agreement and supportive of the process.

A managed move would NOT be appropriate in the following circumstances:

- Where a straightforward transfer to another school is being sought by the parents/carers;
- The child is not on a school roll.

Where a pupil has an Education, Health and Care Plan, the academy will contact the Local Authority before contemplating a managed move. Where the Local Authority, both schools and the parents/carers agree that a managed move is in the pupil's best interests, the Local Authority will follow the statutory process for amending the EHC plan.

Managed moves should only be used where they are in the pupil's best interests and after appropriate interventions and support have been considered. Trial managed moves will not be used. A pupil will not be permanently excluded solely because the pupil or their parents/carers do not agree to a managed move. Managed moves will be undertaken in accordance with local authority protocols and the School Admissions Code.

A managed move is a permanent transfer, and therefore, the only reason a Managed Move pupil can be off rolled is if they are permanently excluded, or they meet off rolling criteria as outlined in Regulation 9 (1C), The School Attendance (Pupil Registration) (England) Regulations 2024. The pupil's attendance must be coded as a single school registration either present or absent, and if absent, the relevant code should be used.

We follow the Local Authority's protocols for managed moves. The Academy Headteacher will notify the Executive Headteacher and the Trust's Lead for SEND and Inclusion of any children for whom a managed move is being considered.

Where a managed move is being contemplated for a pupil with a social worker, the academy will notify the pupil's social worker, the Designated Safeguarding Lead and, unless doing so would give rise to a safeguarding risk, the pupil's parents/carers. Where the pupil is looked after, the relevant Virtual School Head will also be notified.

14 Monitoring Arrangements

The academy will collect data on the following:

- Attendance, permanent exclusions and suspensions and repeat suspensions;
- Use of pupil referral units, off-site directions, managed moves and separation for safeguarding purposes;
- Outcomes and impact of interventions implemented to reduce the risk of suspension or permanent exclusion;
- Anonymous surveys of staff, pupils, Hub Board Committee Governors and other stakeholders on their perceptions and experiences.

The data will be analysed every term by the Academy Headteacher, supported by the Trust's Lead Inclusion Advisor, who will report back to the Hub Board Committee.

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

- School level
- Age group
- Time of day/week/term
- Protected characteristic

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

The Kite Academy Trust will work with its academies to consider this data and to analyse any patterns across the Trust, recognising that numbers in any one academy may be too low to allow for meaningful statistical analysis.

Document Management

Document ID:	P1207		
Last Review:	October 2026	**Review Period:**	2 years
Responsibility of:	Deputy CEO	**Ratified by:**	Trustees (14.10.26)

Appendix 1 – Training

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

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making;
- The need for the panel to observe procedural fairness and the rules of natural justice;
- The role of the Chair and the Clerk of a review panel;
- The duties of Headteachers, Trustees and Governors, and the panel under the Equality Act 2010;
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.