



Nexus Education Schools Trust

Suspension and Permanent Exclusion Policy

Reviewed: September 2026

Statutory

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1. Aims

At Nexus Education Schools Trust (NEST), we are committed to creating calm, safe and predictable environments where pupils can learn, develop positive relationships and achieve their full potential.

In line with the NEST Behaviour Policy, suspension and permanent exclusion will always be considered within a culture of positive relationships, inclusion, safeguarding and high expectations. Suspension and permanent exclusion are not punishment in isolation but form part of a wider approach that seeks to understand behaviour, address underlying needs and support pupils to succeed. Permanent exclusion will only be used as a last resort.

Our school aims to:

- Ensure that suspension and permanent exclusion procedures are applied fairly, consistently and lawfully.
- Help trustees, local committee members, staff, parents and pupils understand the suspension and permanent exclusion process.
- Ensure that pupils in school are safe, happy and supported.
- Prevent pupils from becoming NEET (not in education, employment or training).
- Ensure decisions take account of safeguarding, SEND and equality duties.
- Reduce the use of repeat suspensions through effective early intervention and support.

A note on off-rolling

NEST and its schools will not engage in off-rolling. Removing a pupil from the admission register other than in accordance with the statutory grounds and procedures is unlawful.

Ofsted defines off-rolling as:

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

The Trust will not:

- Informally send pupils home.
- Require pupils to remain at home without formally recording a suspension.
- Remove pupils because of SEND or disability.
- Exclude pupils due to poor academic performance.
- Require attendance at a reintegration meeting as a condition of return.
- Encourage or pressure parents to remove their child from the school roll.

2. Legislation and Statutory Guidance

This policy is based on:

- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (effective 26 July 2026).
- Keeping Children Safe in Education 2026.
- Behaviour in Schools guidance.
- Working Together to Safeguard Children.
- Equality Act 2010.
- Children and Families Act 2014.
- Education Act 2002 (as amended).
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
- Education and Inspections Act 2006.
- Education Act 1996.
- Education (Provision of Full-Time Education for Excluded Pupils) Regulations.

This policy should be read alongside the NEST Behaviour Policy and NEST Child Protection and Safeguarding Policy.

3. Definitions

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

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

Off-site direction – when a pupil is required to attend another education setting temporarily to support behavioural improvement.

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

Managed move – when a pupil is transferred to another school permanently. A managed move will take place only where all parties, including the parents and the admission authority for the receiving school, freely consent and where the move is considered to be in the pupil’s best interests. Managed moves will follow the applicable admissions requirements and will not be used as a trial placement or as an alternative means of removing a pupil from the school roll.

Alternative Provision (AP) - Education arranged outside the mainstream school setting.

Child with a social worker - A pupil who has an allocated social worker through Children's Social Care.

Looked-after child (LAC) - A child who is in the care of a local authority.

Reintegration - The planned support and arrangements put in place following suspension to help a pupil successfully return to school.

4. Roles and responsibilities

4.1 The Headteacher

Deciding whether to suspend or permanently exclude

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. Permanent exclusion will only be used as a last resort where all appropriate alternatives have been considered, unless a serious one-off incident justifies permanent exclusion.

A decision to permanently exclude a pupil will be taken only:

- 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

A suspension may be used where this is a lawful, reasonable, fair and proportionate response to a breach of the school’s Behaviour Policy.

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider whether the pupil has special educational needs (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 the pupil has a disability.
- Consider whether there are identified mental health needs.
- Consider whether there are safeguarding concerns.
- Consider whether reasonable adjustments have been made or need to be made.
- Consider whether additional support or intervention could be implemented.
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

The Headteacher will consider whether the behaviour may indicate:

- Abuse.
- Neglect.
- Exploitation.
- Trauma.
- Child-on-child abuse.
- Mental health difficulties.
- Unmet educational needs.
- Other safeguarding concerns.

Safeguarding considerations will be prioritised throughout decision-making.

The Trust recognises that excluding a pupil for behaviour directly arising from a disability may constitute disability discrimination under the Equality Act 2010. Appropriate consideration will always be given to reasonable adjustments.

Serious Incidents

Suspension or permanent exclusion may be considered following serious incidents including:

- Serious violence.
- Possession of prohibited items.
- Serious bullying.
- Racist, discriminatory or hate-related incidents.
- Harmful sexual behaviour.
- Serious safeguarding incidents.
- Criminal behaviour.
- Serious misuse of technology, including:
 - Cyberbullying
 - Sharing indecent images
 - AI-generated intimate images
 - Deepfake content
 - Serious online harassment
 - Image-based abuse.

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it is not 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.

Police involvement and parallel investigations

Where an incident is being investigated by the police or another external agency, the school will consider carefully whether and how to proceed with its own disciplinary process. The school will continue to prioritise the safeguarding and welfare of all pupils involved.

The school will not automatically delay a decision to suspend or permanently exclude a pupil because a police or other external investigation is taking place. The headteacher will consider each case individually, taking account of:

- the evidence available to the school;
- the need to avoid prejudicing an external investigation or criminal proceedings;
- any advice received from the police, local authority or other relevant agencies;
- the age, understanding and individual circumstances of the pupil;
- the safeguarding and welfare of all pupils involved; and
- whether it is fair and reasonable to make a decision at that stage.

The school will make its own decision under the Behaviour Policy, using the civil standard of proof known as the balance of probabilities. It will not rely solely on whether the police take action or on the outcome of any criminal proceedings.

Where a disciplinary decision is delayed, the position will be kept under regular review. Suitable arrangements will be made to safeguard and educate the pupil. Any temporary separation of pupils for safeguarding purposes will be managed under the relevant section of this policy and will not be treated as an informal suspension or permanent exclusion.

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 permanent 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 Local Committee and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Local Committee 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) and to bring a friend
- That parents have the right to request that the meetings be held remotely, and how and to whom they should make this request

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.

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

Informing the Local Committee

The headteacher will, without delay, notify the Local 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 headteacher will notify the Local 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 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)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker / VSH will be invited to any meeting 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 Local Committee. Where there is a cancellation:

- The parents, Local Committee and LA will be notified without delay and will be given a reason for the cancellation
- Where relevant, the pupil's social worker and VSH will be notified without delay and will be given the reason for cancellation
- 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 Local Committee once per term on the number of cancellations
- The pupil will be allowed back in school

Any 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 have been so by the time the cancellation takes effect.

Separation of pupils for safeguarding purposes

In rare circumstances, the school may need temporarily to prevent a pupil from attending the school premises where this is essential to keep pupils apart for safeguarding purposes and it is not reasonably practicable to do so while allowing all affected pupils to remain on site.

Such an arrangement is not a suspension or permanent exclusion on disciplinary grounds and will not be described or recorded as one.

Any decision to use safeguarding separation will:

- be made in conjunction with the designated safeguarding lead or a deputy;
- be necessary, proportionate and kept under regular review;
- last for no longer than is necessary;
- take account of the pupil's welfare, education, SEND and any reasonable adjustments;

- include suitable arrangements for the pupil's education;
- be communicated to the pupil's parents, including the reason for the arrangement; and
- be notified to the Local Committee without delay;
- be used only where separating the pupils is essential and cannot practicably be achieved while allowing all affected pupils to remain on the school premises;
-

The school will work with the local authority where the school or the pupil's parents are unable to arrange suitable education.

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

During the first 5 days of a suspension or permanent exclusion, where the pupil is not attending alternative provision (AP), 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.

For a suspension of more than 5 school days, the Trust, acting through the Local Committee in accordance with the Trust's scheme of delegation, will arrange suitable full-time education to begin no later than the sixth school day of the suspension.

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 Committee

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to a panel of the Local Committee.

The Local Committee will fulfil all statutory duties regarding:

- Consideration of suspensions and permanent exclusions.
- Reinstatement hearings.
- Monitoring exclusion data.
- Reviewing repeat suspensions.
- Monitoring trends for particular pupil groups.
- Ensuring decisions are lawful, reasonable, fair and proportionate.

The Local Committee 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.

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

Monitoring and analysing suspension and exclusion data

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

The Local Committee 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 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 ensure that the education is achieving its objectives and that pupils are benefiting from it
- Repeat suspensions.
- Managed moves and off-site direction.
- 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 are LAC or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

4.4 Off-site direction

Off-site direction is the temporary placement of a pupil at another educational setting for the purpose of improving the pupil's behaviour. It is not a suspension or permanent exclusion and will not be used as an informal means of removing a pupil from the school.

Before directing a pupil to attend education off site, the school will:

- consider whether the placement is appropriate, necessary and proportionate;
- consider the pupil's individual circumstances, including their age, understanding, safeguarding needs, SEND, disability and any reasonable adjustments;
- consider whether the placement is in the pupil's best interests and whether it is likely to achieve the intended improvement in behaviour;
- take reasonable steps to obtain and consider the pupil's views;
- consult the pupil's parents;
- consult the pupil's social worker and VSH, where applicable;
- ensure that the proposed provision is suitable, safe and capable of meeting the pupil's educational and support needs; and
- undertake appropriate safeguarding and quality-assurance checks.

The school will provide the pupil's parents with written information about the off-site direction, including:

- the reason for the placement;
- the address of the alternative provision;
- the date on which the placement will begin;
- the expected duration of the placement;
- the times at which the pupil must attend;
- the objectives of the placement;
- the arrangements for reviewing the placement;
- the arrangements for safeguarding, attendance and communication; and
- the arrangements for the pupil's reintegration into school.

The placement will be for the shortest period necessary and will be kept under regular review. Reviews will involve the pupil, parents, the alternative provision and other relevant professionals. Each review will consider:

- whether the placement is meeting its objectives;
- the pupil's attendance, engagement, progress and welfare;
- any safeguarding concerns;
- whether the provision continues to meet the pupil's needs;
- whether any changes or additional support are required; and
- whether the pupil should return to school or whether the placement should continue.

The school will remain responsible for monitoring the pupil's attendance, safeguarding, educational progress and welfare throughout the placement.

The Local Committee will receive information about the use and effectiveness of off-site direction and will assure itself that placements are regularly reviewed, remain appropriate and are producing the intended benefits for pupils.

4.5 Early Intervention and Prevention

The Trust is committed to early intervention and prevention.

Before exclusion is considered, schools will seek to identify and address emerging concerns through:

- Behaviour Support Plans.
- Restorative approaches.
- Pastoral support.
- Early Help intervention.
- SEND review processes.
- Multi-agency involvement.
- Family engagement.
- Risk assessments where appropriate

4.6 Repeat Suspensions

Schools will closely monitor repeat suspensions.

Where a pupil receives multiple suspensions, senior leaders will:

- Review the effectiveness of current interventions.
- Reassess SEND needs.
- Consider safeguarding concerns.
- Review reasonable adjustments.
- Consult parents and external agencies.
- Consider further support and assessment.
- Review Behaviour Support Plans and risk assessments.

The aim will be to reduce future suspensions and avoid permanent exclusion wherever possible.

5. Considering the reinstatement of a pupil

The Local Committee will undertake reinstatement reviews in accordance with statutory requirements and timescales.

In considering reinstatement, the Local Committee will take account of the pupil's individual circumstances, safeguarding needs, SEND, disability, reasonable adjustments, previous interventions and the effectiveness of support already provided. Decisions will be child-centred, lawful, reasonable, fair and proportionate.

All rights relating to representation, participation, reviews and appeals will be communicated to parents in accordance with statutory guidance.

The Local 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 Local Committee 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 a pupil has been suspended for more than 5 but fewer than 16 days, in a single term, and the parents make representations, the Local Committee will meet to consider and decide whether the pupil should be reinstated. The meeting must take place within 50 school days of receiving notice of the suspension. If the parents do not make representations, the panel is not required to meet, and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the Local 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 panel 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 Local Committee and allowed to make representations or share information:

- 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

Local Committee meetings can be held remotely at the request of parents. See section 9 for more details on remote access to meetings.

The Local 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 Local 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 Local Committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, fair and proportionate
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the Local 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 Local Committee 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 Local 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 Local Committee’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, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Nexus Education Schools Trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an 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. Independent review

If parents apply for an independent review within the legal timeframe, the Nexus Education Schools Trust will arrange for an independent panel to review the decision of the Local Committee not to reinstate a permanently excluded pupil in accordance with statutory requirements.

When considering cases involving SEND, disability or alleged discrimination, the panel will have regard to Equality Act duties, reasonable adjustments, safeguarding considerations, advice provided by the SEN expert and any evidence available to the Local Committee at the time of its decision. Applications for an independent review must be made within 15 school days of notice being given to the parents by the Local Committee of its decision not to 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.

Independent reviews can be held remotely at the request of parents. See section 9 for more details on remote access to meetings.

A panel of three members will be constituted with representatives from each of the categories below. 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 committee member or volunteer
- Current or former school governors who have served as committee members for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

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

- Are a member of the Nexus Education Schools Trust
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the excluding school
- Have, or at any time have had, any connection with the school, Local Committee, 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 school.

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 of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion or are relevant to the pupil's permanent exclusion.

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

- Uphold the Local Committee's decision
- Recommend that the Local Committee reconsiders reinstatement
- Quash the Local 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 school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

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

If evidence is presented that the panel considers it is unreasonable to expect the Local 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 Local 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 Local Committee does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the Local Committee to place on the pupil's educational record

7. School registers

The school will maintain and amend admission and attendance registers in accordance with statutory guidance and legal requirements.

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 Local Committee's decision not to 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 Local Committee 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 (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 permanent exclusion occurs, removal from roll will only take place when permitted by law and following completion of all required processes.

Making a return to the LA

Where a pupil's name is to be removed from the school admission 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 one 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 are 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.

Reintegration arrangements will be restorative, supportive and focused on future success. They will seek to rebuild relationships, identify support needs, reduce the likelihood of future suspension and ensure that the pupil continues to feel valued within the school community.

A reintegration strategy may include:

- Behaviour Support Plans.
- SEND support.
- Mentoring.
- Pastoral intervention.
- Safeguarding support.
- Risk management strategies.
- Multi-agency involvement.
- Family support arrangements.
- Regular review meetings.

Part-time 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.

8.2 Reintegration meetings

A reintegration meeting will normally take place before or on the pupil's return.

The purpose of the meeting is to:

- Hear the pupil's views.
- Review support needs.
- Consider safeguarding concerns.
- Review reasonable adjustments.
- Re-establish positive relationships.
- Agree expectations and success criteria.
- Identify additional support that may be required.

Reintegration meetings should reinforce that the pupil remains a valued member of the school community and is being supported to achieve future success.

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.

Attendance at reintegration meetings is encouraged but pupils will not be prevented from returning to school if parents do not attend.

9. Remote access to meetings

Parents can request that a Local Committee meeting or independent review panel be held remotely. If the parents do not request remote access, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The Local Committee and the academy trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to technology which will allow them to be seen and heard
- All the participants can participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

Remote meetings will comply with all statutory requirements applicable to in-person meetings.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

10. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, committee members and other stakeholders on their perceptions and experiences

The data will be analysed every term and reported back to the headteacher and Local Committee.

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

- Year group.
- Time period.
- Protected characteristic.
- SEND status.
- Disability.
- Disadvantaged status.
- Looked-after child status.
- Social worker involvement.
- Behaviour Support Plan status.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If the analysis identifies any patterns or disparities between groups of pupils, the school will review its policies and practices to address them.

The multi-academy trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any one academy may be too low for any meaningful statistical analysis.

This policy will be reviewed every three years, or sooner if there are significant changes to legislation, statutory guidance or local procedure. It will be shared with the Local Committee.

11. Commitment to Inclusion

NEST believes that strong relationships, high expectations, inclusive practice and effective safeguarding are fundamental to positive behaviour and successful outcomes for children.

While suspension and permanent exclusion remain important statutory powers, the Trust is committed to using these powers lawfully, fairly, proportionately and as part of a wider approach centred on safeguarding, inclusion and educational success.

Through early intervention, partnership with families and responsive support, we aim to ensure that all pupils have the opportunity to thrive within calm, safe and predictable school environments.

12. Links with other policies

This policy is linked to our:

- NEST Behaviour Policy
- NEST Child Protection and Safeguarding Policy
- NEST Mobile Phones and Smart Technology Policy
- NEST Online Safety Policy
- NEST Restrictive Intervention Procedure
- NEST Attendance Policy
- NEST SEND Information Report
- NEST Equality Information and Objectives
- NEST Complaints Procedure

Appendix 1: independent review panel training

The Nexus Education Schools 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, local committees 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