

Elevate Suspension & Permanent Exclusion Policy

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Elevate Multi Academy Trust (Elevate) has agreed this Policy and as such, it applies to all Academies within the Trust.

References to 'the Head teacher' includes the Executive Head teacher, Head teacher, Head of school or acting Head teacher as appropriate.

Aims

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

Elevate and its academies aim to ensure that:

- 🌱 The exclusions process is applied fairly and consistently;
- 🌱 The exclusions process is understood by trustees, governors, staff, parents and children;
- 🌱 Children in school are safe and happy;
- 🌱 Children do not become NEET (not in education, employment or training);
- 🌱 All suspensions and permanent exclusions are carried out lawfully.

A Note on Off-Rolling

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

- 🌱 Remove a pupil from the school roll without a formal, permanent exclusion, or
- 🌱 Encourage a parent/carer to remove their child from the school roll, or
- 🌱 Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension.

Accordingly, Elevate will not suspend or exclude a child unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

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

- 🌱 Because they have special educational needs and/or a disability (SEND) that the academy feels unable to support;
- 🌱 Due to poor academic performance;
- 🌱 Because they have not 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 academy.

Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

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](#)
- ✿ The [School Inspection Handbook](#), which defines 'off-rolling'
- ✿ The School Attendance (Pupil Registration) (England) Regulations 2024. [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024 \(legislation.gov.uk\)](#)

This policy complies with the Funding Agreement and Articles of Association.

Links with Other Policies

This exclusions policy is linked to:

- ✿ Behaviour & Anti Bullying policy
- ✿ SEND policy and Information Report
- ✿ Elevate Child Protection and Safeguarding policy
- ✿ Elevate Complaints policy
- ✿ Elevate Confidentiality policy
- ✿ Elevate Searching Screening and Confiscation policy

Definitions

Suspension: When a child is removed from the academy for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion: When a child is removed from the Academy permanently and taken off the Academy roll. This is sometimes referred to as an 'exclusion'.

Parent/carer: Any person who has parental responsibility and any person who has care of the child.

Managed move: When a child 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.

Roles and Responsibilities

The Head teacher

The Decision to Suspend or Exclude:

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

A decision to suspend a child will be taken only:

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

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

A decision to exclude a child will be taken only:

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

Before deciding whether to suspend or exclude a child, 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 child to give their version of events
- ✿ Consider whether the child has special educational needs (SEN)
- ✿ Consider whether the child is especially vulnerable (e.g. the child has a social worker, or is a looked-after child (LAC))
- ✿ Consider whether all alternative solutions have been explored, such as:
 - For suspensions, detentions or other sanctions provided for in the behaviour policy
 - For exclusions, off-site direction or managed moves

The head teacher will consider the views of the child, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Children who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carers or social worker.

The head teacher will not reach their decision until they have heard from the child, and will inform the child of how their views were taken into account when making the decision.

Informing Parents

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

If the head teacher decides to suspend or exclude a child, the parents/carers will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers will also be provided with the following information in writing, 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'/carers right to make representations about the suspension or permanent exclusion to the Local Governing Body (LGB) Exclusions Committee and how the child may be involved in this;
- ✿ How any representations should be made;
- ✿ Where there is a legal requirement for the LGB Exclusions Committee to meet to consider the reinstatement of a child, and that parents/carers have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend
- ✿ That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request.

If the child is of compulsory age, the Head teacher will also notify parents/carers by the end of the afternoon session on the 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 where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. **This will** include specifying on which days this duty applies;
- ✿ Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included where 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 required by the child to identify the person they should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided 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 6th day of a suspension or permanent exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

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

Informing the Chair of governors, Head of Governance & Safeguarding and Local Authority

The Head teacher will immediately notify the chair of governors, Elevate's Head of Governance & Safeguarding and the local authority (LA) of:

- ✿ Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a child;
- ✿ Any suspension or permanent exclusions which would result in the child 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 child missing a public examination.

Informing the local authority (LA)

The head teacher 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 child lives outside the LA in which the academy is located, the Head teacher will also immediately inform the child's 'home authority' of the exclusion and the reason(s) for it without delay.

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

The head teacher will notify the LGB 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 Child's Social Worker and/or Virtual School Head (VSH)

If a:

- ✿ Child with a social worker is at risk of suspension or permanent exclusion, the head teacher will inform the social worker as early as possible;
- ✿ Child who is a 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 child's behaviour, and what further support can be put in place to improve the behaviour.

If the head teacher decides to suspend or permanently exclude a child with a social worker / a child who is looked after, they will inform the child's social worker / the VSH, as appropriate, without delay, that:

- ✿ They have decided to suspend or permanently exclude the child;
- ✿ 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 child'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 of the LGB Exclusions Committee about the suspension or permanent exclusion. This is so they can provide advice on how the child'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 child's welfare are taken into account.

Cancelling Suspensions and Permanent Exclusions

The head teacher 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 LGB Exclusions Committee.

Where there is a cancellation:

- ✿ The parents/carers, chair of governors, Elevate's Head of Governance and Safeguarding and LA will be notified without delay;
- ✿ Where relevant, any social worker and VSH will notified without delay;
- ✿ The notification must provide the reason for the cancellation;
- ✿ The LGB Exclusion Committee to hold a meeting and consider reinstatement ceases;

- 🌱 Parents/carers will be offered the opportunity to meet with the head teacher to discuss the cancellation, which will be arranged without delay

- 🌱 The child will be allowed back in school without delay

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 child has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing Education During the First 5 Days of a Suspension or Permanent Exclusion

During the first 5 days of a suspension, if the child is not attending alternative (AP) provision, the head teacher will take steps to ensure that achievable and accessible work is set and marked for the child. Online pathways such as Google Classroom or Oak Academy may be used for this. If the child has a SEND, the head teacher will make sure that reasonable adjustments are made to the provision where necessary.

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

The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the 6th day of the exclusion.

For children who are LAC or have social workers, the LA and the academy will work together arrange suitable full-time education to begin from the 1st day of the exclusion.

The LGB Exclusions Committee

Responsibilities regarding exclusions are delegated to the LGB Exclusions Committee.

The LGB Exclusions Committee has a duty to consider parents/carers representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded a child in certain circumstances.

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

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

Monitoring and Analysing Suspensions and Exclusions Data

The LGB will challenge and evaluate the data on the academy's use of suspension, exclusion, off-site direction to alternative provision and managed moves. This data will be uploaded to the trustees.

The LGB will consider:

- 🌱 How effectively and consistently the academy's Behaviour and Anti Bullying policy is being implemented;
- 🌱 The academy register and absence codes;
- 🌱 Instances where children receive repeat suspensions;
- 🌱 Interventions in place to support children 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 children, and why this is taking place;
- 🌱 Whether the placements of children directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that children are benefiting from it;
- 🌱 The cost implications of directing children off-site.
- 🌱 To send the report to the trustees.

Considering the Reinstatement of a Child

The LGB Exclusions Committee will consider and decide the reinstatement of a suspended or permanently excluded child **within 15 school days** of receiving the notice of the exclusion if:

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

Where the child has been suspended, and the suspension does not bring the child's total number of days of suspension to more than 5 in a term, the LGB Exclusions Committee must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers, and it cannot direct the head teacher to reinstate the child.

Where the child has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the LGB Exclusions Committee will consider and decide on the reinstatement of a suspended child **within 50 school days** of receiving notice of the suspension. If the parents do not make representations, the LGB Exclusions Committee is not required to meet and it cannot direct the head teacher to reinstate the child.

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

The following parties will be invited to a meeting of the LGB Exclusions Committee and allowed to make representations or share information:

- 🌱 Parents/carers (and, where requested, a representative or friend)
- 🌱 The child, 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 head teacher;
- 🌱 The child's social worker, if they have one;
- 🌱 The VSH, if the child is looked after.

The LGB Exclusions Committee meetings can be held remotely at the request of parents. See below for more details on remote access to meetings.

The LGB Exclusions 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 LGB Exclusions Committee can either:

-  Decline to reinstate the child, or
-  Direct the reinstatement of the child immediately, or on a particular date.

In Reaching a Decision, the LGB Exclusions Committee will Consider:

-  Whether the decision to suspend or permanently exclude was lawful, reasonable and procedurally fair;
-  Whether the Head teacher followed their legal duties;
-  The welfare and safeguarding of the child and their peers;
-  Any evidence that was presented in relation to the decision to exclude.

They will decide whether or not a fact is true 'on the balance of probabilities'.

The clerk will be present when the decision is made.

Minutes will be taken of the meeting, and a record of evidence considered kept.

The outcome will also be recorded on the child's educational record and copies of relevant papers will be kept with this record.

The LGB Exclusions 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 LGB Exclusion Committee will notify, in writing, of its decision, along with reasons for its decision, without delay:

-  The Head teacher;
-  Parents/carers
-  Elevate
-  The child's social worker, if they have one
-  The VSH, if the child is looked after
-  The Local Authority
-  The child's home authority, if it differs from the academy's

Where an exclusion is permanent, the LGB Exclusions Committee decision will also include the following:

-  The fact that it is permanent;
-  Notice of parents'/carers 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 LGB Exclusions Committee decision is given to parents/carers)

- ✿ The name and address to whom an application for an independent 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, reference to how the child's SEN are considered to be relevant to the exclusion;
- ✿ That, regardless of whether the excluded child has recognised SEN, parents/carers have a right to require Elevate to appoint a SEN expert to attend the review;
- ✿ Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment;
- ✿ That parents/carers must make clear if they wish for a SEN expert to be appointed in any application for a review;
- ✿ That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review;
- ✿ That if parents/carers believe that the exclusion has occurred as a result of 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. A 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.

Independent Review Panel

An Independent Review:

If parents/carers apply for an independent review within the legal timeframe, Elevate will at their own expense, arrange for an Independent Panel to review the decision of the LGB Exclusions Committee not to reinstate a permanently excluded child.

Application for an independent review must be made **within 15 school days** of notice being given to the parents by the LGB Exclusions Committee of its decision to not reinstate the child **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. The application should be sent to Elevate's Head of Governance & Safeguarding whose address is set out in the application form. Any applications made outside the time frame will be rejected.

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

The Independent Review Panel: will consist of 3 or 5 members who will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the academy governor's category and 2 members will come from the head teacher 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/academy 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 head teachers during this time;
- ✿ Head teachers or individuals who have been a head teacher within the last 5 years.

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

- ✿ Are a Member/trustee of Elevate, or a governor of the LGB of the excluding academy;

-  Are the Head teacher of the excluding academy, or have held this position in the last 5 years;
-  Are an employee of Elevate or a governor of the excluding academy (unless they are employed as a head teacher at another academy);
-  Have, or at any time have had, any connection with Elevate, the academy, LGB, parents or child, 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

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

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

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

-  Uphold the LGB Exclusions Committee's decision;
-  Recommend that the LGB Exclusions Committee reconsiders reinstatement;
-  Quash the LGB Exclusions 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 governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the LGB Exclusions 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 LGB Exclusions Panel 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 LGB Exclusions 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

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

The Academy's Registers

A child's name will be removed from the academy's admissions register if:

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

While the child's name remains on the academy's admission register, the child's attendance will still be recorded appropriately.

Where alternative provision has been made for an excluded child and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

Making a return to the LA

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

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

Returning from a Suspension

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

Where necessary, the academy will work with third-party organisations to identify whether the child has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the child:

-  Maintaining regular contact during the suspension or off-site direction and welcoming the child back in school;
-  Daily contact in school with a designated pastoral professional, if appropriate;
-  Regular reviews with the child and parents to praise progress being made and raise and address any concerns at any early stage;
-  Informing the parents and staff of potential external support.

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 child, parents, and other relevant parties.

Reintegration Meetings

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

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

The meeting can proceed without the parents in the event that they cannot or do not attend. The academy expects all returning children and their parents to attend their reintegration meeting, but children who do not attend will not be prevented from returning to the classroom.

Remote Access to Meetings

Parents can request that a LGB Exclusions Committee, or independent review panel be held remotely. If the parents/carers do not express a preference, the meeting will be held in person.

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

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

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

-  All the participants have access to the technology which will allow them to hear, speak, see and be seen;
-  All the participants will be able participate fully;
-  The remote meeting can be held fairly and transparently.

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

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

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

Monitoring Arrangements

The academy 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, children, governors and other stakeholders on their perceptions and experiences.

The data will be analysed every term by the Head teacher who will report to the LGB.

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 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 children are identified by this analysis, the Academy will review its policies in order to tackle it.

Elevate will work with its academies to consider this data, and to analyse whether there are patterns across the Trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis