The Slough and East Berkshire C. of E. Multi Academy Trust

Colnbrook C. of E. Primary School

Suspension and Permanent Exclusions Policy

Owner:	Headteacher
Ratified by Governing Body:	M. A Weeks
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"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves, so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

Aspiration, Resilience, Respect, Responsibility, Community, Compassion.

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1 Introduction

1.1 Colnbrook Church of England Primary School's (the School) exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the school will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.

1.2 Where Colnbrook Church of England Primary School's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

1.3 The School will always have regard to the Statutory Guidance on Suspensions and Exclusions (August 2024) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).

1.4 As a Church of England school, decisions regarding suspension and permanent exclusion will be made in a manner consistent with the school's Christian vision and values of Aspiration, Resilience, Respect, Responsibility, Community and Compassion. Wherever possible, the school will seek to balance accountability with support, reconciliation and opportunities for positive change.

1.5 This policy should be read in conjunction with the behaviour regulation policy and the SEND policy for the school.

1.6 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:

1.6.1 Remove a pupil from the school roll without a formal, permanent exclusion, or

1.6.2 Encourage a parent to remove their child from the school roll, or

1.6.3 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, we will not suspend or exclude a pupil 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:

1.6.4 Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or

1.6.5 Due to a pupil's poor academic performance, or

1.6.6 Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

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

2 Legislation, statutory guidance and application of policy

2.1 This policy has regard to the Department for Education's Statutory Guidance: Suspension and Permanent Exclusion (August 2024) and the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (as amended).

2.2 It is based on the following legislation, which outlines schools' powers to exclude pupils:

2.2.1 Section 51a of the Education Act 2002, as amended by the Education Act 2011

2.2.2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

2.2.3 Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils

2.2.4 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

2.2.5 The Equality Act 2010

2.2.6 Children and Families Act 2014

2.2.7 The School Inspection Handbook, which defines 'off-rolling'

This policy complies with our funding agreement and articles of association.

2.3 This policy applies to all members of the school community. The school will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

3 Types of exclusion

Suspensions and permanent exclusions are different:

3.1 Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.

3.2 Permanent exclusions are where, subject to a decision of the governing board to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

4 Roles and responsibilities

The headteacher

Deciding whether to suspend or exclude

4.1 All decisions to suspend or permanently exclude a pupil will be taken by the headteacher, or acting headteacher, after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the school's behaviour policy.

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

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

4.3.1 In response to serious or persistent breaches of the school's behaviour policy, **and**

4.3.2 If allowing the pupil to remain in school would seriously harm the education or welfare of others

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

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

4.4.2 Allow the pupil to give their version of events

4.4.3 Consider whether the pupil has special educational needs (SEN)

4.4.4 Where a pupil has an Education, Health and Care Plan (EHCP) and is at risk of suspension or permanent exclusion, the school will liaise with the local authority and consider whether an early annual review of the EHCP should be convened. For pupils receiving SEND Support, the school will

review existing provision and seek advice from external professionals where appropriate before considering permanent exclusion.

4.4.5 Consider whether the behaviour may be linked to an unmet special educational need, disability, mental health need or safeguarding concern and whether reasonable adjustments have been implemented in accordance with the Equality Act 2010. Where appropriate, further assessment, support or intervention will be considered before a decision is taken.

4.4.6 Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))

4.4.7 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

4.5 The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so. Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

4.6 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.

Informing parents / carers

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

4.8 The headteacher will provide the following information in writing:

4.8.1 The reason(s) for the suspension or permanent exclusion

4.8.2 The length of the suspension or, for a permanent exclusion, the fact that it is permanent

4.8.3 Information about the parents / carers' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents / carers, how they may be involved in this

4.8.4 Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents / carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend

4.8.5 That parents / carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

4.8.6 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 / 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

4.8.7 If alternative provision is being arranged, the following information will be included, if possible the start date and location of any provision that has been arranged.

4.9 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 / carers' consent.

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

Informing the local governing board

4.11 The headteacher will, without delay, notify the governing board of:

4.11.1 Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil

4.11.2 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

4.11.3 Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

4.11.4 Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the Local Authority (LA)

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

4.13 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.

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

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

4.15 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.

4.16 If a 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. The social worker/VSH will be invited to any meeting of the

governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances that 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.

4.17 The school will work proactively with social workers, Virtual School Heads and other relevant professionals to identify strategies, interventions and support that may prevent suspension or permanent exclusion wherever possible.

4.18 Where a pupil is previously looked-after, the school will engage with parents, the designated teacher and, where appropriate, seek advice from the Virtual School Head to help identify strategies and support that may reduce the risk of suspension or permanent exclusion.

Cancelling suspensions and permanent exclusions

4.19 The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

4.19.1 The parents / carers, governing board and LA will be notified without delay

4.19.2 Where relevant, any social worker and VSH will be notified without delay

4.19.3 The notification must provide the reason for the cancellation

4.19.4 The governing board's duty to hold a meeting and consider reinstatement ceases.

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

4.19.6 The pupil will be allowed back in school without delay

4.20 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 will have been so by the time the cancellation takes effect.

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

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

4.22 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.

The local governing board

4.23 The local governing board is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the governing board will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

Parents

4.24 Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the headteacher.

Pupils

4.25 All pupils attending the school are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

The Local Authority (LA)

4.26 All 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.

4.27 For pupils who are looked after or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion

5 CCTV, witness evidence and pupil views

5.1 The school uses Close Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any governor review meeting. Please see the SEBMAT CCTV policy and privacy notices for more information.

5.2 Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governor review meeting. All statements will be signed and dated unless the headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

5.3 Before taking a decision to suspend or exclude and where appropriate, the headteacher will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

6 Temporary Separation for Safeguarding Reasons

6.1 In exceptional circumstances, the school may temporarily prevent a pupil from attending school premises for safeguarding reasons while risks are assessed and managed. This is not a suspension or permanent exclusion and will not be recorded as such.

6.2 Such arrangements will only be used where it is necessary to protect pupils and/or staff and where alternative arrangements within school cannot reasonably be implemented.

6.3 Decisions will be made in consultation with the Designated Safeguarding Lead (DSL) and, where appropriate, external agencies including children's social care and the police.

6.4 The school will inform parents and the governing board without delay and will ensure suitable education arrangements are considered in accordance with safeguarding and statutory requirements.

7 Reintegration strategy meetings following suspension or off-site direction

7.1 Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

7.1.1 offer the pupil a fresh start,

7.1.2 help them understand the impact of their behaviour on themselves and others,

7.1.3 teach them to how meet the high expectations of behaviour in line with the school culture,

7.1.4 foster a renewed sense of belonging within the school community; and

7.1.5 build engagement with learning

so that further suspensions are not needed. School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

7.2 The school used various measures to support a pupil's successful reintegration including:

7.2.1 daily contact with a designated member of staff in school;

7.2.2 use of a report card with personalised targets leading to personalised rewards;

7.2.3 ensuring the pupil receives academic support upon return to catch up on any lost progress;

7.2.4 planned pastoral interventions;

7.2.5 mentoring by a trusted adult within school or an external mentoring organisation;

7.2.6 regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and

7.2.7 informing the pupil, parents and relevant staff of potential external support services and agencies that may assist successful reintegration.

7.3 Whilst reintegration meetings are highly encouraged by the School, pupils will not be prevented from being admitted to the School or being put in mainstream classes because a meeting has not taken place.

8 Cancelling a suspension or exclusion

8.1 A suspension or exclusion can be cancelled by the headteacher, or acting headteacher, as long as the suspension or exclusion has not been considered by the governors. In relation to an exclusion, it cannot be cancelled if the total time the pupil was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.

8.2 Where a suspension or exclusion is cancelled, the relevant parties will be informed by the headteacher in accordance with the Statutory Guidance on Suspensions and Exclusions.

9 Suspensions before a permanent exclusion

9.1 In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the headteacher, or acting headteacher, will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

10 Directing off-site and managed moves

10.1 Before taking any decision to permanently exclude a pupil, the headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

10.2 In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.

10.3 The objectives, expected duration and intended outcomes of any off-site direction placement will be clearly identified from the outset. Placements will be regularly reviewed to ensure they remain appropriate, support improved behaviour and continue to meet the pupil's educational needs.

10.4 For a managed move to take place there needs to be agreement between the School, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil will often attend the new school as part of a direction off-site. We will share relevant information with the new school and check that they have an integration strategy. At the end of the off-site direction, the relevant parties (including the parents) will review how it has gone before a decision is

taken about whether it becomes a permanent managed move. A managed move will only be pursued where it is considered to be in the pupil's best interests. The refusal of a parent or pupil to agree to a managed move will not, by itself, be used as a reason for permanent exclusion.

11 School registers

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

11.1.1 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or

11.1.2 The parents have stated in writing that they will not be applying for an independent review panel

11.2 Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

11.3 While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

11.5 Where a pupil's name is to be removed from the school admission register because of a permanent exclusion, the school will inform the LA.

12 Considering the reinstatement of a pupil

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

12.1.1 The exclusion is permanent

12.1.2 It is suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or

12.1.3 It would result in a pupil missing a public exam or National Curriculum test

12.2 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 governing board 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 headteacher to reinstate the pupil.

12.3 Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents / carers make representations to the board, the local governing board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents / carers do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

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

12.5 Governing board meetings can be held remotely at the request of parents / carers. See section 14 for more details on remote access to meetings.

12.6 The local governing board will try to arrange the meeting within the statutory time limits 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.

12.7 The local governing board can either:

12.7.1 Decline to reinstate the pupil, or

12.7.2 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)

12.8 In reaching a decision, the local governing board will consider:

12.8.1 Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair

12.8.2 Whether the headteacher followed their legal duties

12.8.3 The welfare and safeguarding of the pupil and their peers

12.8.4 Any evidence that was presented to the governing board

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

12.10 The clerk will be present when the decision is made. 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.

12.11 The local governing board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision

12.11.1 The parents

12.11.2 The headteacher

12.11.3 The pupil's social worker, if they have one

12.11.4 The VSH, if the pupil is looked after

12.11.5 The local authority, or the pupil's home authority if it differs from the school's

12.12 Where an exclusion is permanent and the local governing board has decided not to reinstate the pupil, the notification of decision will also include the following:

12.12.1 The fact that it is permanent

12.12.2 Notice of parents / carers' right to ask for the decision to be reviewed by an independent review panel and the date by which an application for an independent review must be made along with the name and address to which an application for a review and any written evidence should be submitted

12.12.3 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

12.12.4 That, regardless of whether the excluded pupil has recognised SEN, parents / carers have a right to require the academy trust to appoint an SEN expert to advise the review panel

12.12.5 Details of the role of the SEN expert and that there would be no cost to parents / carers for this appointment

12.12.6 That parents / carers must make clear if they wish for an SEN expert to be appointed in any application for a review

12.12.7 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

12.12.8 That if parents / carers 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

13 Independent review panels (IRPs)

13.1 The academy trust (SEBMAT) arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the clerk to the governors within 15 school days.

13.2 Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions and Suspensions.

14 Reconsideration by the governing board

Where an IRP either recommends reconsideration or quashes the initial decision of the governing board, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the School and parents or may be a reconsideration with only the governing board members and the clerk present.

15 Remote Meetings

15.1 Any governor meeting and/or an IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire, and an outbreak of an infectious disease.

15.2 In addition, where a child's social worker or the virtual school head are due to attend a meeting, they may join an in-person meeting remotely as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.

16 Complaints

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the headteacher in accordance with the school's complaints procedure. If the concern relates to an exclusion, the statutory procedure set out in the Statutory Guidance on Exclusions and Suspensions will be followed.

The school will ensure that exclusion correspondence signposts parents to independent sources of information and advice, including the Department for Education guidance for parents, SENDIAS services, Coram Child Law Advice and IPSEA.

17 Equality impact

The School does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

The school will monitor exclusion and suspension data for pupils with protected characteristics, including pupils with SEND, to identify and address any disproportionality in outcomes.

18 Monitoring arrangements

The governors review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the governors to ensure the processes and support for pupils are appropriate:

18.1.1 the interventions put in place for pupils at risk of suspension and permanent exclusion

18.1.2 the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it

18.1.3 full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:

(a) any previous placements have been evaluated, including support for any applicable SEND;

(b) there is a process in place to monitor the pupil's attendance and behaviour at the provision

(c) the correct attendance code is being used

(d) the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible

18.1.4 whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils

18.1.5 the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves

(a) whether the school register and absence codes have been recorded correctly

(b) how the behaviour policy is applied and specifically its consistency

(c) the circumstances in which pupils receive repeat suspensions

(d) whether Personal Education Plans for looked after children have been reviewed on a termly basis

(e) patterns and trends in suspension and permanent exclusion data for pupils with SEND, those with social workers, looked after children and other vulnerable groups;

(f) the effectiveness of reintegration strategies in reducing repeat suspensions.

18.1.6 Governors will monitor the use of managed moves, off-site direction placements, safeguarding-related separation arrangements and other pupil movement to ensure such arrangements are lawful, proportionate and undertaken in the best interests of pupils;

18.1.7 Governors will review patterns relating to pupils leaving roll and any trends in pupil movement to ensure exclusion processes are not contributing to off-rolling.