



Brontë Academy Trust
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Bronte Academy Trust Suspensions and Permanent Exclusions Policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Asa Firth	Trustees	14 July 26	1	14 July 28

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1. AIMS

Bronte Academy Trust is committed to “Learning together, making a difference”. The Trust believes that every child deserves the opportunity to live free from fear and harm, to experience belonging, respect and wellbeing, and to achieve their full potential. Each academy within the Trust has its own vision and values; however, this commitment underpins all Trust practice.

The Trust is committed to inclusion and to maintaining safe, calm and supportive learning environments for all pupils and staff.

The Trust is committed to following all statutory suspension and permanent exclusion procedures to ensure that every child receives an education in a safe and supportive environment.

The Trust recognises that behaviour may reflect unmet special educational needs and/or disabilities (SEND), adverse childhood experiences, trauma, attachment needs or mental health difficulties. Schools will seek to identify and support these needs wherever possible before considering suspension or permanent exclusion.

The Trust also recognises that safeguarding concerns may occasionally require temporary separation of a pupil from other pupils. Such arrangements are distinct from suspension and will not be recorded as a suspension unless the formal statutory suspension process is used.

Where behaviour raises safeguarding concerns, the school will follow its Safeguarding and Child Protection Policy alongside this policy.

Our schools aim to:

- ensure suspension and permanent exclusion processes are applied fairly, lawfully and consistently;
- help governors, staff, parents/carers and pupils understand the process;
- maintain safe and supportive school environments;
- reduce the risk of pupils becoming NEET (not in education, employment or training);
- ensure suspensions and permanent exclusions are used proportionately and only when necessary;

Off-Rolling

The Trust will not unlawfully suspend or exclude pupils, including through informal or unofficial exclusions.

“Off-rolling” occurs where a school removes a pupil from the school roll without following the formal exclusion process, or pressures parents/carers to remove their child from school for the benefit of the school rather than the pupil.

Accordingly, the Trust will not:

- remove a pupil from the school roll without lawful process;
- encourage parents/carers to remove their child to avoid a formal exclusion;
- place a pupil on an unofficial part-time timetable for behaviour management purposes;
- prevent a pupil from attending school without formally recording the suspension.

Any suspension or permanent exclusion will be made only on disciplinary grounds and will not be made because:

- a pupil has SEND which the school feels unable to support;
- a pupil is displaying behaviour linked to unmet needs or disability without appropriate support being considered;
- a pupil has poor academic attainment;
- a parent/carers cannot attend a reintegration meeting.

2. 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](#).

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](#)
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- The [School Inspection Handbook](#), which defines 'off-rolling'

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

3. DEFINITIONS

Suspension:

A suspension is where a pupil is temporarily removed from school for a fixed period on disciplinary grounds.

Permanent Exclusion:

A permanent exclusion is where a pupil is removed from the school permanently and their name is removed from the admission register.

Off-Site Direction:

Off-site direction is where a pupil attends another educational setting temporarily to improve behaviour or receive targeted support whilst remaining on roll at the school. Placements will be:

- time-limited;
- monitored regularly;
- subject to clear objectives;
- reviewed at agreed intervals;
- supported by reintegration planning.

Managed Move:

A managed move is a voluntary agreement for a pupil to transfer permanently to another school. Managed moves require agreement from:

- the parent/carer;
- the pupil where appropriate;
- the receiving school;
- the admission authority.

Managed moves will not be used as an informal, unofficial or trial exclusion process.

Internal Suspension / Internal Isolation:

Internal suspension or internal isolation refers to temporary supervised placement within school as part of behaviour management procedures. This is not a formal suspension.

Parent/Carer:

Any person with parental responsibility and any person who has care of the child.

4. ROLES AND RESPONSIBILITIES

4.1 The Headteacher

For the purpose of this policy, “Headteacher” includes Executive Headteacher and Head of School. Only the Headteacher can suspend or permanently exclude a pupil. Permanent exclusion will only be used as a last resort.

Decision-Making Principles

Before making a decision, the Headteacher will consider:

- all relevant facts and evidence on the balance of probabilities;
- whether the incident was provoked;
- the pupil’s views, taking account of age and understanding;
- whether the pupil has special educational needs and/or disabilities (SEND),
- whether the behaviour may be linked to a disability, unmet need or other vulnerability, and
- whether reasonable adjustments and appropriate support have been implemented in accordance with the Equality Act 2010 and the school’s duties under the Children and Families Act 2014.
- whether the pupil is vulnerable, including looked-after children and pupils with social workers;
- safeguarding implications;
- whether alternative strategies and interventions have been attempted.

Where a pupil has an Education, Health and Care Plan (EHCP), or where an assessment for an EHCP is underway, the Headteacher will consider whether additional support, review of provision or an emergency annual review should be sought before permanent exclusion is considered.

Pupils will be supported to express their views where needed through an advocate, parent/carers or social worker.

Suspensions

A suspension may be used:

- in response to breaches of the behaviour policy;
- to maintain safety and good order;
- to signal unacceptable behaviour;
- where other sanctions have been ineffective.

Permanent Exclusion

A permanent exclusion will only be used:

- in response to serious or persistent breaches of the behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Informing Parents/Carers

Where possible, parents/carers will be informed by telephone or in person before written notification is issued. Written notification will include:

- reasons for the suspension or permanent exclusion;
- duration of the suspension; or, for a permanent exclusion, the fact that it is permanent
- rights of representation;
- review arrangements;
- rights regarding remote meetings;
- information about alternative provision where applicable.

Parents/carers will also be signposted to:

- DfE guidance for parents/carers;
- SENDIAS;
- Coram Children's Legal Centre;
- IPSEA where appropriate.

The parents/carers will also be provided with the following information in writing, without delay:

- 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
- 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 pupil is of compulsory school age, the headteacher will also notify parents/carers 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 the suspension or 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

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'/carers' consent.

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 Governing Board / Trust

The headteacher will notify the governing board and Trust of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that 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 that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason 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.

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 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 so they can 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 of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, 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:

- The parents/carers, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The pupil 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.

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

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.

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 governing board

Reviewing suspensions and permanent exclusions

Responsibilities regarding reviewing exclusions are delegated to Academy Governance Committees (AGCs) and panels responsible for governor review will consist of a minimum of 3 suitably trained governors who have had no prior involvement in the incident or decision under review.

Governors participating in review meetings must approach all evidence impartially.

AGCs have a duty to consider parents'/carers' representations about a suspension or permanent exclusion.

Governors have 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 Trust will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

The governing board will monitor that suitable full-time education is arranged in accordance with statutory requirements.

Monitoring and analysing suspensions and exclusions data

The Trust board and governing boards will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The Trust board and governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- 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
- The timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and whether pupils who share any particular characteristic are suspended or excluded more than others
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

4.3 The local authority (LA)

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

For pupils who are looked after 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.

5. CONSIDERING THE REINSTATEMENT OF A PUPIL

A panel of Bronte Trust Governors 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 that 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 AGC 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.

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 AGC 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.

The following parties will be invited to a governor review meeting and be allowed to make representations or share information:

- Parents/carers (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)

- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

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

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The panel of governors 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, governors will decide whether facts are established on the balance of probabilities and will consider:
 - Whether the decision was lawful;
 - Whether the decision was reasonable;
 - Whether the decision was proportionate;
 - Whether the decision was procedurally fair;
 - The welfare and safeguarding needs of the pupil and others affected.

The governance professional 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.

The governor review panel will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers
- 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 governor review panel 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'/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 governing board's decision is given to parents/carers)
- 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/carers have a right to require the 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/carers for this appointment
- That parents/carers must make clear if they wish for an 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 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/carers apply for an independent review within the legal timeframe, the Trust will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

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

Any applications made outside of this timeframe 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.

At all times during the review process there must be the required representation on the panel. A panel of 3 will be constituted with representatives from each of the categories below.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years
- A person may not serve as a member of a review panel if they:
 - Are a Member, Trustee or Governor of the Bronte Trust
 - Are the headteacher of the excluding school, or have held this position in the last 5 years
 - Are an employee of the Trust or the governing board of the excluding school (unless they are employed as a headteacher at another school)
 - Have, or at any time have had, any connection with the Trust, school, governing board, parents/carers 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 2 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/carers 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 1 of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board'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 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 governing board 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 governing board 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 governing board 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 governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record

7. SCHOOL REGISTERS

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

- 15 school days have passed since the parents/carers were notified of the governor's review panel's decision to not reinstate the pupil, 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 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

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

Where alternative provision (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.

Making a return to the LA

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

- The pupil's full name
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer 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/carers 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/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house

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

8. RETURNING FROM A SUSPENSION

8.1 Reintegration strategy

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

Reintegration planning will seek to repair relationships, improve engagement with learning, strengthen attendance and reduce the likelihood of repeat suspensions.

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

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

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

Part-time timetables will only be used in exceptional circumstances, for the shortest possible period, with parental agreement where appropriate, and will be subject to regular review. They will not be used as an alternative to suspension or exclusion.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers and other relevant parties.

8.2 Reintegration meetings

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

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

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning pupils and their parents/carers to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

9. REMOTE ACCESS TO MEETINGS

Parents/carers can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers don't 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 governing board and the Trust will make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology that 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

10. MONITORING ARRANGEMENTS

The school will collect data on the following:

- Attendance
- permanent exclusions
- suspensions
- Use of pupil referral units (PRUs)
- off-site directions
- managed moves

The Trust Board and Academy Governance Committees will also monitor:

- repeat suspensions;
- pupils with SEND;
- looked-after and previously looked-after children;
- pupils with social workers;
- pupils with protected characteristics;
- use of part-time timetables;
- use of off-site direction and managed moves.

The purpose of this monitoring is to identify any disproportionality, emerging trends or unintended barriers to inclusion and to ensure compliance with the Equality Act 2010.

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

This policy will be reviewed every two years and will take into account changes to statutory legislation as well as data analysis, stakeholder feedback and sector best practice.

11. LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy
- Data Protection Policy
- SEND policy
- Pupil Attendance Policy

12. MONITORING AND REVIEW

This policy is reviewed every two years by the Trustees. Any changes to this policy will be communicated to all relevant stakeholders.

Declaration of Responsibility

This Suspension and Permanent Exclusions Policy was reviewed and formally adopted by Bronte Academy Trust on

.....14 July 2026.....Date



.....Signed Chair of Trustees



.....Signed Chief Executive Officer

Appendix 1: Factors to Consider When Determining Whether a Suspension is Appropriate

This appendix is intended to support consistent decision-making and does not create a tariff system. The Trust recognises that every incident is unique and that decisions regarding suspension or permanent exclusion must be made on an individual basis, taking account of all relevant circumstances.

The Headteacher will consider:

- the nature and seriousness of the behaviour;
- the impact on the safety, welfare and education of pupils and staff;
- whether the behaviour was deliberate, impulsive, provoked or influenced by external factors;
- the age, maturity and understanding of the pupil;
- any special educational needs and/or disabilities (SEND);
- whether the behaviour may be linked to disability, unmet need, trauma, attachment difficulties, adverse childhood experiences or mental health needs;
- safeguarding considerations;
- previous behaviour patterns and interventions already implemented;
- the views of the pupil;
- Proportionality;
- the risk of repetition;
- the school's duties under the Equality Act 2010 and Children and Families Act 2014.

Examples of behaviours that may result in consideration of suspension include:

- persistent disruptive behaviour;
- serious defiance towards staff;
- verbal abuse towards pupils or staff;
- discriminatory language or behaviour;
- bullying, including cyberbullying;
- threatening or intimidating behaviour;
- physical aggression;
- Fighting;
- sexual harassment;
- sexual violence;
- possession or use of prohibited substances;
- possession of prohibited items or weapons;
- Theft;
- vandalism or significant damage to property;
- misuse of social media affecting the school community;
- serious breaches of the Behaviour Policy.

The presence of any behaviour listed above does not automatically result in suspension.

The length of any suspension, or the decision to permanently exclude, will be determined by the Headteacher following consideration of all relevant facts, circumstances, mitigating factors, safeguarding considerations and statutory duties.

Permanent exclusion will only be considered where:

- there has been a serious breach or persistent breaches of the Behaviour Policy; and
- allowing the pupil to remain in school would seriously harm the education or welfare of others.

The Trust expects suspension and permanent exclusion to be used proportionately, fairly and only where necessary.

Appendix 2: Independent Review Panel Training

The Trust must make sure that all members of an independent review panel and governance professional 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/governance professional of a review panel
- The duties of headteachers, governing boards 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