



The Olympus Academy Trust Suspension and Permanent Exclusion Policy

Document Summary

Document Owner:	Trust Director for SEND, Inclusion and Safeguarding
Version:	4.0
Document Status:	Approved
Date Last Approved by Board of Trustees:	9 th July 2026
Date of Next Review:	July 2029
Date Last Approved by School Improvement Committee	
Review Frequency:	Every 3 Years
Owner: (Olympus or School)	Model Policy – Olympus Final Policy - School
Governing Committee:	Model Policy – Board of Trustees Final Policy – School Improvement Committee
Statutory or Optional policy:	Optional
Appendices:	Appendix 1: Independent review panel training Appendix 2: Trust Olympus Suspension and Exclusion Review Checklist 2026 (draft)
On Trust Website?	No
On School Websites?	Yes

Amendment History

Version	Amendment Date	Author	Amendment Summary
v1.0	1 st December 2022	Policy Coordinator	- Policy provided by Trust Director for SEND, Inclusion and Safeguarding as a model policy - Policy coordinator created in Olympus template
1.1	3 rd February 23	Policy Coordinator	Following amendments requested by the Trustees and further work by the Trust Director for SEND, Inclusion and Safeguarding and the CEO. Main change is the addition of The Olympus Trust Roles and Responsibilities role and changes to nomenclature. Feedback from Board questioned if the policy was necessary.
1.2	29 th March 23	Policy Coordinator	Following discussion with the CEO and Director of Education, it has been decided that the policy should be in place. Nomenclature to LAC updated as per current terminology.
1.3	25 th May 2023	Policy Coordinator	Approved by Board of Trustees. Schools will make additions/amendments according to their specific school arrangements.
2.0	29 th January 2025	Policy coordinator	First paragraph of section 7 amended re new legislation
2.1	11 th February 2025	Policy Coordinator	Approved by TIC and sent to schools for their additions
3.1	June 2026	Trust Director for SEND, Inclusion and Safeguarding	Revised policy in line with new DfE guidance
4.0	July 2026	Trust Director for SEND, Inclusion and Safeguarding	Approved by Board of Trustees

1. Aims

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

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and learners understand the exclusions process
- Ensure that learners in school are safe and happy
- Prevent learners from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

1.1. Off rolling

'Off rolling' is a form of gaming and occurs where a school decides, in the interests of the school and not the learner, to:

- Remove a learner from the school admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school, or
- [Schools with sixth forms insert: Encourage a sixth-form learner not to continue with their course of study, or]
- Retain a learner on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension, or
- Move a learner to alternative provision (AP) where this is not in their best interests, or
- Send a learner home without formally recording a suspension regardless of whether it occurs with the agreement of parents/carers, or
- Place a learner on a part-time timetable for behavioural reasons
- Remove a learner from the school roll without following due process

Accordingly, we will not suspend or permanently exclude a learner unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the school, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Learner Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

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

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

Due to a learner's poor academic performance, or

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

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

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 learner referral units in England, including learner movement](#).

It is based on the following legislation, which outlines schools' powers to suspend and permanently exclude learners:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Learner 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 learners
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Learners\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Learners\) \(England\) \(Amendment\) Regulations 2014](#) and as modified and amended by [The Education \(Educational Provision for Improving Behaviour\) \(Application to Academies and Learner Referral Units and Minor Amendments\) Regulations 2026](#).
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [Inspection information for state-funded schools](#), which defines 'off-rolling'

This policy complies with our funding agreement and articles of association, and with statutory regulations applying to academies in relation to exclusions and off-site direction.

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

3. Definitions

Suspension – when a learner is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a learner is removed from the school permanently and taken off the school admission register.

Off-site direction – when a governing board of a maintained school, academy or PRU requires a learner to attend another education setting temporarily, to improve their behaviour.

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

Managed move – when a learner is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Managed moves cannot be used on a trial basis.

Cancelled exclusion – an exclusion that has been cancelled before the governing board has met to consider whether the learner should be reinstated

4. Roles and responsibilities

4.1 The Headteacher

4.1.1 Deciding whether to suspend or permanently exclude

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

All suspensions and decisions to permanently exclude will have a completed Olympus Suspension and Exclusion Review Checklist (Appendix 1)

A decision to suspend a learner will be taken only:

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

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.

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

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the learner to remain in school would seriously harm the education or welfare of the learner or of others such as staff or learners in the school

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Allow the learner to give their version of events considering these in light of their age and understanding, unless it would not be appropriate to do so
- Consider whether the learner has special educational needs (SEN)
- Consider whether the learner is especially vulnerable (e.g. the learner has a social worker, or is a looked-after child (LAC) or a previously looked-after child)

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 (for temporary placements) or managed moves (which are permanent and not used as trial placements)

When considering off-site direction, the school complies with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Learner Referral Units and Minor Amendments) Regulations 2026, and has regard to the Arranging alternative provision: a guide for local authorities and schools.

Before directing a learner off-site or agreeing a managed move, the school will:

- Ensure the learner's views are sought and considered

- Be able to evidence that appropriate interventions have already been implemented
- Share relevant information with the receiving setting and the local authority (LA), including attainment data, risk assessments and support strategies

Where a managed move is being considered for a learner with a social worker, the school will inform, at the earliest opportunity:

- The social worker
- The DSL
- Parents/carers (unless this would create a safeguarding risk)
- For looked after children: the virtual school head (VSH)

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

Learners 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.

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

If it is decided that a managed move is in the learner's best interests, the original school and new school will work together to make sure that any personal education plan (PEP) that the learner has is reviewed and amended to reflect the move.

Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a learner with SEN, a disability or an education, health and care (EHC) plan, the school will, in partnership with others (including where relevant, the LA), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for the learner's SEN or disability.

Where a learner has an EHC plan, the school will contact the LA about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude the learner.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a learner, or if a learner has been reinstated to the school, it is likely that complex and difficult decisions will need to be made. These decisions will be made alongside the school's safeguarding duties and its duty to provide an education.

4.1.2 Deciding whether to temporarily remove a learner from the school site for safeguarding reasons

In exceptional circumstances, the headteacher may decide to temporarily prevent a learner from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds.

This measure will only be used when:

- It is necessary to separate learners to ensure safety, and
- There is no reasonable alternative that would allow all learners to remain on site

Decisions will be made on a case-by-case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g children's social care or the police).

Where this measure is used, the school will:

- Inform parents/carers without delay, including the reasons for the decision
- Notify the governing board without delay
- Provide work for the learner to complete at home, or work with the LA to ensure suitable education is arranged
- Support the learner's reintegration, as soon as it is safe to do so

4.1.3 Informing parents/carers (or the learner where they are 18 or older)

If a learner is at risk of suspension or exclusion, the headteacher will inform the parents/carers/learner as early as possible, in order to work together to consider what factors may be affecting the learner'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 learner, the parents/carers/learner will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers/learner 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 the parents'/carers'/learner's right to make representations about the suspension or permanent exclusion to the governing board and, where the learner is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a learner, and that parents/carers/the learner have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend (and, where appropriate, more than 1, subject to reasonable limits set by the governing board)
- That parents/carers/the learner have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the learner 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/off-site direction is being arranged to improve behaviour, the written notification will include:

- The start date for any provision of full-time education that has been arranged
- The address at which the provision will take place
- The name of the person the learner should report to on arrival

- The duration of the placement
- The reasons for, and objectives of, the placement
- The start and finish times of any such provision
- Where 2 sessions per day are provided:
 - What time the morning sessions starts
 - What time the afternoon session ends
 - What time the break between them starts and ends
 - Where a single session per day is provided
 - What time the session starts and ends

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/learner without delay, and provide a reason for the cancellation.

4.1.4 Informing the school improvement committee (SIC)

The headteacher will, without delay, notify the SIC of:

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

4.1.5 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 learner lives outside the LA in which the school is located, the headteacher will also, without delay, inform the learner'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.

4.1.6 Informing the learner's social worker and/or virtual school head (VSH)

If a:

- Learner with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform the social worker as early as possible
- Learner 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 learner's behaviour, and what further support can be put in place to improve the behaviour.

Where a looked-after child is at risk of suspension or permanent exclusion, the school will consider:

- How effectively the current personal education plan (PEP) is being implemented, and
- Whether an interim review of the PEP needs to take place
- How the school is using Learner Premium Plus

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

- They have decided to suspend or permanently exclude the learner
- 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 learner'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 learner'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 learner's welfare are taken into account.

4.1.7 Informing the Trust

All suspension and permanent exclusion letters will be sent to the Trust with a copy of the suspension and exclusion review checklist.

Where a Headteacher is considering a PEX, they must discuss this with the Director of Education.

4.1.8 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 (or the learner if they are 18 or older), 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 (or the learner if they are 18 or older) will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The learner 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 learner 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.

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

If the learner is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the learner. Online pathways such as [Google Classroom / Oak Academy / any other online pathway your school uses] may be used for this. If the learner has a special educational need or disability (SEND), the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the learner 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 learner, including the use of online pathways

4.2 The Olympus Trust Roles and Responsibilities

The Trust Executive team and Director for SEND, Inclusion and Vulnerable groups have a key role to play in working with schools to reduce the risk of suspension or permanent exclusion, and to review decisions regarding suspensions, and this includes:

- Weekly monitoring and sharing of suspension data across the Trust; identifying and responding to patterns of concern, learners with additional care and support needs representation and those learners with protected characteristics
- Reviewing suspensions, completed suspension and exclusion review checklists and challenging schools where concerns arise
- Monitoring learners who have repeat exclusions and meeting with schools to review provision and support planning
- Monitoring learners progressing up the Trust Inclusion Phases and reviewing actions taken by the school to reduce the risk of suspension or permanent exclusion

4.3 The School Improvement Committee (SIC)

4.3.1 Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to the School improvement Committee (SIC) consisting of at least 3 governors.

The SIC has a duty to consider parents'/carers'/the learner's (if they are 18 or older) representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded learner (see sections 5 and 6) in certain circumstances.

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

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

The school does not have to arrange such provision for learners in their final year of compulsory education who do not have any further public exams to sit.

4.3.2 Monitoring and analysing suspensions and exclusions, data off-site direction to alternative provision, and managed moves.

The SIC will:

- Closely scrutinise patterns of all learner movement, including suspensions, permanent exclusions, off-site direction and managed moves
- Ensure these measures are only used as a last resort
- Review any use of separation from site for safeguarding purposes
- Challenge the school's leadership team to identify and address emerging trends

The SIC will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where learners receive repeat suspensions
- Interventions in place to support learners 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 learners, and whether learners who share any particular characteristic are suspended or permanently excluded more than others
- Whether the placements of learners directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that learners are benefiting from it
- The cost implications of directing learners off-site

Performance data and benchmarking:

The SIC will hold leaders to account and make informed decisions. To enable them to do so, they'll make use of performance data in the following areas:

- Learner numbers, attendance and exclusions
- Attainment and progress

- Curriculum planning and class sizes

Financial management and governance

- Quality assurance
- Safeguarding and wellbeing
- The school community, including staff, learners, parents/carers and the governing board

4.4 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 learners 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 learner

The SIC will consider and decide on the reinstatement of a suspended or permanently excluded learner 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 learner's total number of days out of school to more than 15 in a term; or
- It would result in a learner missing a public exam or National Curriculum test

Where the learner has been suspended, and the suspension does not bring the learner's total number of days of suspension to more than 5 in a term, the SIC must consider any representations made by parents/carers / the learner (if they are 18 or older). However, it is not required to arrange a meeting with parents/carers/the learner and it cannot direct the headteacher to reinstate the learner.

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

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

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

- Parents/carers, or the learner if they are 18 or older (and, where requested, a representative or friend, and where appropriate, more than 1, subject to reasonable limits set by the SIC)
- The learner, 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 learner's social worker, if they have one
- The VSH, if the learner is looked after
- A representative of the local authority

The meeting can be held remotely at the request of parents/carers, or learners if they are 18 or older.

The SIC 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 SIC can either:

- Decline to reinstate the learner, or
- Direct the reinstatement of the learner immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the SIC will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the learner and their peers
- Any evidence that was presented to the governing board

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

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 learner's educational record and copies of relevant papers will be kept with this record.

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

- The parents/carers, or the learner if they are 18 or older
- The headteacher
- The learner's social worker, if they have one
- The VSH, if the learner is looked after
- The local authority
- The learner's home authority, if it differs from the school's

Where an exclusion is permanent and the SIC has decided not to reinstate the learner, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents'/carers'/the learner's (if they are 18 or older) 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 learner's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded learner has recognised SEN, parents/carers/**the learner** have a right to require the **Academy 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/**the learner** for this appointment
- That parents/carers/**the learner** must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers/**the learner** 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 (and, where appropriate, more than 1, subject to reasonable limits set by the panel) to the review
- That, if parents/carers/**the learner** 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

Delete highlighted mentions of learners in this section if you don't have learners aged 18 or older.

If parents/carers/**the learner** (if they are 18 or older) apply for an independent review within the legal timeframe, the **[LA/academy 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 learner.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers/**learner** by the SIC of its decision to not reinstate the learner **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/**the learner**.

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

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

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

- Are a **member/director** of the Trust of the excluding school
- 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, SIC, parents/carers or learner, 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 learner, including the circumstances in which the learner was permanently excluded, and have regard to the interests of other learners and people working at the school.

Taking into account the learner's age and understanding, the learner or their parents/carers will be made aware of their right to attend and participate in the review meeting and the learner 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 learner'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 learner's experiences, needs, safeguarding risks and/or welfare may be relevant to the learner'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 learner'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 based on the relevant principles)

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 learner within 10 school days
- Any information that the panel has directed the governing board to place on the learner's educational record

7. School registers

Delete highlighted mentions of learners in this section if you don't have learners aged 18 or older.

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

- 15 school days have passed since the parents/carers/learner (if they are 18 or older) were notified of [the governing board's / name of committee of the governing board's] decision to not reinstate the learner, and no application has been made for an independent review panel, or
- The parents/carers/learner 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 learner's name from the register.

While the learner's name remains on the school's admission register, the learner's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the learner being registered at any other school) has been made for an excluded learner 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 learners are not attending alternative provision, code E (absent) will be used.

A learner will be registered at 1 school only. Where a managed move is agreed, the learner's name will be removed from the admission register when the move becomes permanent. Where a learner attends off-site provision, the original school retains responsibility for the learner's registration unless and until a permanent move is agreed.

8 Making a return to the LA

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

9. Returning from a suspension, off-site direction or separation for safeguarding purposes

9.1 Reintegration strategy

Following suspension, period of off-site direction, separation for safeguarding purposes, or cancelled suspension or exclusion, the school will put in place a strategy to help the learner reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the learner 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 learner:

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

The school will record the reintegration strategy using the Trust template and this may also be included within an ILSP review.

9.2 Reintegration meetings

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

The learner, 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 learners and their parents/carers to attend their reintegration meeting, but learners who do not attend will not be prevented from returning to the classroom.

10. Remote access to meetings

Delete highlighted mentions of learners in this section if you don't have learners aged 18 or older.

Parents/carers, **or learners if they are 18 or older**, can request that a SIC meeting, or independent review panel be held remotely. If the parents/carers/**learner** don't express a preference, the meeting will be held in person.

Requests for remote meetings may be refused where, following a risk assessment, it is considered that a remote format would not allow the meeting to be conducted fairly, transparently, or with full participation due to safeguarding reasons.

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 SIC 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 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

11. Monitoring arrangements

The school will collect data on the following:

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

- Anonymous surveys of staff, learners, SIC members and other stakeholders on their perceptions and experiences

The data will be analysed every term by the Behaviour Lead who will report back to the Headteacher/SIC

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

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

This policy will be reviewed every 2 years. At every review, the policy will be approved by the SIC.

12. Links with other policies

This policy is linked to our:

- Behaviour policy
- SEND policy
- SEN information report
- Safeguarding and child protection policy
- Anti-Bullying Policy
- Attendance Policy

Appendix 1: independent review panel training

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

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the Chair and the clerk of a review panel
- The duties of headteachers, 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

Olympus Suspension and Exclusion Review Checklist July 2026 *(to be completed and sent to Trust Executive for all suspensions and PEX decisions)*

Stage 1: Threshold Test

Checklist	Statutory Reference	Secure/Not Secure
Serious or persistent breach of behaviour policy <i>Is this part of a pattern of behaviour or an escalation?</i> <i>Was there any provocation leading up to the behaviour?</i>	DfE Suspension & Exclusion Guidance – <i>Legal threshold</i>	
Risk to education or welfare of others	DfE Guidance – <i>Serious harm test</i>	
The civil standard of proof, i.e. “on the balance of probabilities” it is more likely than not that a fact is true, rather than the criminal standard of “beyond reasonable doubt” has been used	DfE Suspension & Exclusion Guidance – <i>Headteachers Powers to use exclusion</i>	

Stage 2: Underlying Needs

Checklist	Statutory Reference	Secure/Not Secure
Consideration of SEMH and mental health needs has taken place	DfE Suspension & Exclusion Guidance – <i>factors before exclusion</i>	
A review of safeguarding/contextual factors with DSL has taken place	KCSIE 2025/26 – <i>safeguarding context</i>	
A review of behaviour records and responses on Arbor has taken place	DfE Suspension & Exclusion Guidance – <i>evidence-based decision</i>	

Stage 3: Equality and SEND

Consider what is the strongest piece of evidence supporting your assessment

Checklist	Statutory Reference	Secure/Not secure
Reasonable adjustment expectations with staff are recorded	Equality Act 2010 & within the DfE Suspension and Exclusion guidance	
There is evidence that adjustments were implemented consistently not just planned		
Use of ‘best endeavours’ to ensure the appropriate special educational provision is made for learners with SEN, which will include any support in relation to behaviour management that they need because of their SEN is secure	Children & Families Act 2014 & within the DfE Suspension and Exclusion guidance	
EHCP provision has been reviewed with SENDCo	Children & Families Act 2014 & within the DfE Suspension and Exclusion guidance	
There has been proactive engagement with parents where behaviour has been a concern and records of ILSPs demonstrate this at Phase 3 and above	DfE Suspension & Exclusion Guidance Olympus Inclusion Framework	

Where a learner has an EHC plan, the school has contacted the local authority about any behavioural concerns at an early stage and has considered requesting an early annual review prior to making the decision to suspend	DfE Suspension & Exclusion Guidance	
For those with SEN but without an EHC plan, the school has reviewed, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the learner's current package of support.	DfE Suspension & Exclusion Guidance	

Stage 4: Pupils with Additional Care and Support Needs

Checklist	Statutory Reference	Secure/Not Secure
LAC / PLAC considered and the termly PEP reviews demonstrate the support to reduce the likelihood of suspension and spending associated with this	Promoting Education of LAC Guidance & DfE Suspension & Exclusion guidance	
Where a looked-after child (LAC) is likely to be subject to a suspension, the Designated Teacher (DT) has contacted the local authority's VSH as soon as possible.	DfE Suspension & Exclusion guidance	
If the learner has a social worker – they have been involved in suspension risk discussions	Working Together 2026 & DfE Suspension & Exclusion guidance	
SENCO involvement is evident	SEND Code of Practice & Inclusion Framework	

Stage 5: Preventative Measures to Suspension

Checklist	Statutory Reference	Secure/Not Secure
History of ATS (OSD IM/OSD ODH/Internal suspension) and impact reviewed	DfE Suspension & Exclusion Guidance – <i>last resort principle applied to suspensions</i>	
Learner voice documented in OSD processes (if used)	DfE Suspension and Exclusion guidance	
In-school support/intervention reviewed (copy of ILSP reviewed and evidence of APDR)	Behaviour in Schools Guidance DfE Suspension & Exclusion guidance	

Stage 6: Safeguarding

Checklist	Statutory Reference	Secure/Not Secure
Risk to others has been considered	DfE Suspension & Exclusion Guidance – <i>no 'no-exclusion' policy</i>	
Risk to learner during a suspension considered and dynamically assessed	KCSIE & DfE Suspension & Exclusion guidance	
Staff and other learner safety has been considered	KCSIE – safety of children	

Where a learner has a social worker, e.g. because they are the subject of a CIN a CP Plan, and they are at risk of suspension or permanent exclusion, the DSL has informed their social worker and parents and involved them in meetings. <i>Liaison with the VSH has also taken place</i>	DfE Suspension & Exclusion guidance	
Any recent changes in circumstances for this learner (bereavement, family context or transition) have been considered		

Stage 7: Decision Quality Consider *what are the risks of not suspending?*

Checklist	Statutory Reference	Secure/Not Secure
Decision based on disciplinary grounds and administrative law: reasonable; fair; and proportionate	DfE Statutory Suspension and Exclusion Guidance	
Evidence-based rationale	Judicial review principles	
Learner's views have been considered, in light of their age and understanding. Where relevant, the learner has been given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker	DfE Statutory Suspension and Exclusion Guidance	

Stage 8: Communication

Checklist	Statutory Reference	Secure/Not Secure
Parents have been informed by phone in the first instance	DfE Suspension & exclusion Guidance – notification duties	
Written notification made within statutory timescales	DfE Suspension & exclusion Guidance – notification duties	
SIC notified	DfE Governance duties	
Trust Executive informed		
Virtual School Head/ social worker LA SEND team informed	Working Together 2026 and DfE Suspension and Exclusion Guidance	
The local authority informed without delay of all the suspension (regardless of the length of the exclusion).	DfE Suspension & exclusion Guidance – notification duties	

Stage 9: Post Decision

Checklist	Statutory Reference	Secure/Not Secure
Reintegration strategy with a named lead and a meeting to offer the learner a fresh start which fosters a sense of belonging is in place. <i>Where possible this meeting should include the pupil's parents and include relational repair, academic support and behaviour support.</i>	DfE Suspension & Guidance – <i>reintegration</i>	
Steps to ensure that work is set and marked for the learner during the first five school days of a suspension have been taken and communicated to the parent	DfE Suspension and Exclusion guidance	
Alternative provision has been arranged if the suspension is more than 5 days	Section 19 Education Act DfE Suspension and Exclusion Guidance	
Multi-agency follow-up	Working Together 2026	
If applicable, both the social worker and/or VSH, have been informed when a governing board meeting is taking place, in order to share information	DfE Suspension and Exclusion Guidance	

Headteacher Sign-Off

Name: _____

Signature: _____

Date: _____

Decision: ☐ Suspension ☐ ATS

Summary of rationale to suspend: