



**An Daras Trust**  
Igniting Curiosity Growing Capabilities

# **Exclusion and Pupil Movement Policy**

An Daras Multi-Academy Trust

Adopted Date: 15 July 2026

Reviewed: 15 July 2026 Next Review: July 2027

## 1. INTRODUCTION

- a) Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.
- b) For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. Where approaches to behaviour management have been exhausted, then suspension may sometimes be necessary, with permanent exclusion only to be used as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.
- c) An Daras policy is aligned with the latest legislation "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, July 2026, effective 26 July 2026)" which can be found here: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Statutory guidance July 2026](#) and with guidance on [Behaviour in Schools](#).

## 2. AUTHORITY TO EXCLUDE

- a) This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.
- b) Only the Executive Headteacher/Headteacher has the authority to suspend or permanently exclude a pupil. This is the case whether the exclusion is permanent or for a suspension (up to a maximum of 45 days). If the Headteacher is absent from school, the next Senior Member of school staff has the power to suspend/exclude following consultation with the substantive Headteacher.

## 3. THE PROCESS

- a) The Headteacher will investigate potential breaches of the school's Behaviour Policies prior to making a decision to suspend or permanently exclude a pupil unless there is a risk that allowing the pupil to remain in school would threaten the safety of pupils or others in the school.
- b) The investigation should include consideration of all available and relevant evidence and encompass interviewing the pupil at risk of suspension or permanent exclusion and any other relevant witnesses. The Headteacher will produce a written Investigation Report which will include the evidence considered and a summary of his/her findings.
- c) Where the Headteacher takes a decision to suspend or permanently exclude a pupil they will, without delay, inform the parents of the fact of the suspension or permanent exclusion, the reasons for it and the period of the suspension.
- d) They will also confirm in writing:
  - i) the reasons for the suspension or permanent exclusion the period of a suspension or, for

- ii) a permanent exclusion, the fact that is permanent
  - iii) the parents' right to make representations to the Governing Body and how the pupil may be involved in this process.
- e) how any such representations should be made.
- f) the fact that where there is a legal requirement for the Governing Body to consider the suspension or permanent exclusion, that the parents have a right to attend a meeting, to be represented (at their expense) and to be accompanied.
- g) what arrangements have been made to enable the pupil to continue his/her education prior to the start of any alternative provision or the pupils return to school.
- h) the relevant sources of free information available to parents including: a link to the DFE guidance on behaviour and [exclusions](#).
- i) a link to Coram Children's Legal Centre [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com) and their telephone number 08088 020 008 and
- j) where the Executive Headteacher/Headteacher considers it relevant links to local services such as the local parent partnership
- k) If the suspended / excluded pupil is of compulsory age, the Executive Headteacher/Headteacher will also notify the parents, without delay, and by the end of the session, that for the first five days school days of the suspension / exclusion, parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that the parents may be given a fixed penalty notice or prosecuted if they fail to do so.
- l) If alternative provision is being arranged, the parents should also be informed of the arrangements to include the start date, start and finish times, where the provision will take place and who the pupil should report to on the first day.
- m) Where the Executive Headteacher/Headteacher takes a decision to exclude permanently, or to suspend for a period of five or more days (10 or more if lunchtimes) in a term, or where the suspension / exclusion would result in the pupil missing a public examination or national curriculum test, he/she will also, without delay, notify the Governing Body and the Local Authority. The Local Authority must, without delay, be informed of all suspensions and permanent exclusions. Notifications should include the reasons for the suspension and the length of any fixed period.
- n) Where the Headteacher takes a decision to suspend or permanently exclude a pupil they will also inform the Trust CEO of the suspension or exclusion, and a brief summary of the reasons for it. Where a pupil has a social worker, the social worker will be informed without delay of any suspension or permanent exclusion. Where a pupil is looked after, the Virtual School Head will also be informed without delay. This can be done verbally or in writing.
- o) The Headteacher may cancel a suspension or permanent exclusion that has not yet been reviewed by the governing board. Where an exclusion is cancelled, all relevant parties including parents, governors, the local authority, social worker and Virtual School Head (where applicable) will be informed without delay.

## 4. FACTORS TO BE CONSIDERED

### *Alternatives to suspension or permanent exclusion*

The school will ensure that no suspension, permanent exclusion, managed move, off-site direction or other placement arrangement is used as a form of off-rolling. Decisions will always be made in the best interests of the pupil and in accordance with statutory guidance.

- a) Prior to taking a decision to suspend a pupil, the Headteacher will first consider whether any alternative actions might be appropriate including:
- I. Internal suspension which is a school-based behaviour management measure and is not a formal suspension or permanent exclusion for the purposes of statutory guidance.
  - II. timetable variations or alternative provision adjustments
  - III. mediation
  - IV. a managed move

A reduced or part-time timetable will only be used in exceptional circumstances where it is considered to be in the pupil's best interests. Any such arrangement will be agreed with parents/carers, have a clear rationale, intended outcomes, review arrangements and an expected timescale for return to full-time education. Reduced timetables will not be used as an alternative to suspension, permanent exclusion, off-site direction or other lawful behaviour management processes.

Managed moves will only take place with the agreement of all parties and in accordance with statutory guidance. Managed moves are not trial arrangements and refusal to participate in a managed move will not result in exclusion.

### ***Safeguarding Separation***

- b) In exceptional circumstances, a pupil may be required to remain away from school premises while safeguarding concerns are assessed or investigated. Such arrangements are not suspensions or permanent exclusions and will be managed in accordance with statutory safeguarding guidance. The Designated Safeguarding Lead, parents, governors and other relevant agencies will be involved as appropriate, and suitable education arrangements will be considered where necessary.
- c) The Executive Headteacher/Headteacher will take into account any contributing factors including where the pupil has suffered bereavement, has mental health issues or has been the subject of bullying when considering whether an alternative action might be more appropriate than a suspension.

### ***Pupils with a disability***

- d) Pupils with a disability may be particularly vulnerable to the impacts of suspensions or permanent exclusions. Therefore, particular care will be taken when considering the suspension or permanent exclusion of a pupil with a disability. The Executive Headteacher/Headteacher will ensure that reasonable adjustments have been considered prior to reaching a decision.

### ***Pupils with SEND/EHC Plans and looked after/children in care/children with a social worker***

Before making a decision to suspend or permanently exclude a pupil with SEND or a disability, the Headteacher will consider whether the behaviour may be linked to unmet needs, whether appropriate support has been provided and whether all reasonable adjustments have been implemented.

- e) Pupils with EHC Plans and looked after children/children in care are also particularly vulnerable to

the impacts of suspension and permanent exclusion. Therefore, the Executive Headteacher/Headteacher will, as far as possible, look to avoid suspending or permanently excluding these categories of pupil. The school should engage proactively with parents and co-operate proactively with foster carers or children's home workers and the Local Authority that looks after the child. For looked-after children, the school will consider whether an interim Personal Education Plan (PEP) review should be convened where there is a risk of suspension or permanent exclusion.

- f) Where the school has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, a pupil with an EHCP or a looked after child/child in care it will, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHCP, the school will consider requesting an early annual review or interim / emergency review.

#### ***Off-Site Direction***

- g) Off-site direction may be considered as an alternative to suspension or permanent exclusion where it is in the best interests of the pupil and others. The school will:
  - i) consult parents and the pupil;
  - ii) record reasons for the placement;
  - iii) review the placement regularly;
  - iv) plan for reintegration from the outset.

Where off-site direction is used, parents will receive written information detailing the reasons, intended outcomes, duration, review arrangements and reintegration plan.

## **5. REVIEW BY THE GOVERNING BODY**

- a) The Local Governing Body or Review Panel appointed by the Local Governing Body has a duty to consider any parent's representations in respect of a suspension or permanent exclusion of their child. They will review all cases where:
  - i) the exclusion is permanent,
  - ii) the suspension is for a fixed period which would bring the pupil's total number of school days of exclusion suspension to more than 15 in a term or
  - iii) the suspension or permanent exclusion would result in the pupil missing a public examination or national curriculum test
- b) The Review Panel should have regard to and consider the Department for Education Guidance "Suspension and Permanent Exclusion from Maintained Schools, Academies, Alternative Provision Academies and Pupil Referral Units in England (DfE May 2026)" when reviewing any decision to exclude a pupil. The primary function of the Review Panel is to consider all of the evidence and decide whether, in their opinion, the decision of the Executive Headteacher/Headteacher was a fair one.
- c) When considering the decision of an Executive Headteacher/Headteacher, the Review Panel will request any written evidence in advance of the review meeting and where possible, circulate any

written evidence and information, including a list of those who will be present at the review meeting, to all parties at least 5 days in advance of the meeting.

- d) Where any parent appeals a decision to suspend or permanently exclude their child, they will be invited to a review meeting along with the Executive Headteacher/Headteacher and are entitled to be accompanied a friend or representative (at their expense).
- e) The Review Panel will identify any steps they might take to enable and encourage the suspended or permanently excluded pupil to attend the review meeting and or how the suspended or permanently excluded pupil might make representations if it is not possible for them to attend
- f) At the review meeting, when making any findings of fact, the Local Governing Body will decide on matters based on the balance of probabilities i.e. whether something is more likely than not.
- g) The Review Panel must decide whether to **uphold** the Executive Headteacher/Headteacher's decision or **direct reinstatement** of the pupil. The Review Panel will notify the parents, the Executive Headteacher/Headteacher and the Local Authority of their decision, and the reasons for their decision, in writing without delay.
- h) The governing board will regularly review suspension, exclusion, off-site direction and safeguarding separation data, including analysis by SEND, disability, ethnicity, sex, disadvantage, looked-after status and social worker involvement.
- i) The governing board will receive regular information regarding the use of reduced timetables to ensure they are used lawfully, proportionately and for the shortest possible period.

#### ***Suspension / Permanent Exclusion Upheld***

- j) If the Review Panel upholds the Executive Headteacher/Headteacher's decision to exclude, they must write to the parents and confirm:
  - i) the fact that the decision to suspend / exclude was upheld
  - ii) the reasons for their decision
  - iii) the parent's right to appeal to an independent review panel
- k) the name and address to whom an application (and any written evidence) should be submitted
- l) that any application should set out the grounds of appeal, the date by which any appeal needs to be submitted and where relevant, how the pupil's special educational needs were relevant to the suspension or permanent exclusion
- m) the parent's right (regardless of whether the pupil has recognised special educational needs) to appoint an SEN expert to attend the review, details of the role of the expert and the fact there would be no cost to the parents in this regard
- n) that parents must make it clear if they wish for an SEN expert to be appointed
- o) that parents may, appoint someone (at their expense) to make written and/or oral representations and that they may also be accompanied by a friend
- p) that if parents believe any form of discrimination has taken place that they have the option of pursuing a claim under the Equality Act and that any such claim must be issued within 6 months of the date on which the alleged discrimination occurred.

## 6) DUTY TO ARRANGE EDUCATION

- a) For the first five days of either a suspension or permanent exclusion, we will set and mark work that the pupil should complete at home under parental supervision.
  - b) If the exclusion is permanent, the Local Authority will arrange for alternative provision to begin no later than the sixth day of exclusion. If the suspension is for a fixed period, we will arrange for alternative provision to begin no later than the sixth day of suspension.
  - c) Following suspension, the school will normally hold a reintegration discussion with the pupil and parent/carers to support a successful return to school. Appropriate pastoral, behavioural or SEND support will be considered as part of the reintegration process.
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