

PLASHET SCHOOL



Working together to promote & celebrate achievement

Suspensions and Permanent Exclusion Policy

Revised and applicable from 9th December 2022

Signed:

Handwritten signature of Irene Papadopolou in black ink.

Chair of Governors

Plashtet School believes that every child has the right to an education, and that learning is the core purpose for students. In order to ensure that all students can learn we may, at times, need to consider suspension as a consequence for preventing this from happening, or for not following the high expectations we have.

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Section 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. Plashtet School aims to:

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

A note on off-rolling

Plashtet School is aware that off rolling is unlawful. Ofsted defines off rolling as:

“The practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student.”

Plashtet School will not suspend or exclude students unlawfully by directing them off site, or not allowing students to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'.
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support.
- Due to poor academic performance.
- Because they have not met a specific condition, such as attending a reintegration meeting.
- By exerting undue influence on a parent to encourage them to remove their child from the school.

Section 2: Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement, September 2022.

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011.
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012.

In addition, the policy is based on:

- Part seven, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded students.
- Section 579 of the Education Act 1996, which defines 'school day'.
- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Students) (England) (Amendment) Regulations 2014.
- The Equality Act 2010.
- Children and Families Act 2014.

Section 3: Definitions

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

Permanent exclusion – when a student is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

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

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

Managed move – when a student is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

Section 4: Links to other Policies

This policy should be read in conjunction with the Behaviour Policy, Anti-Bullying Policy and Child Protection & Safeguarding Policy.

Section 5: Principles

- 5.1 The school is a learning institution that aims to provide life chances for all of its students. We view suspensions and permanent exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to suspend or permanently exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to suspend or permanently exclude.
- 5.2 We recognise the detrimental impact of suspension and permanent exclusion on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a student and will try hard to avoid it.
- 5.3 Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where very possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.
- 5.4 We take account of the Equality Act and of our duty not to discriminate against students for any reason.
- 5.5 We also take account of our statutory duties in relation to SEND.
- 5.6 We aim to involve parents as early as possible in any process.

Section 6: Behaviour outside the school gates

Plasht School Suspensions and Permanent Exclusion Policy and Behaviour Policy covers behaviour not only within school but also outside school.

We will sanction students, up to and including Permanent Exclusion, for any behaviour that contravenes our

policies when a student is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing our school uniform.
- In some other way identifiable as a Plashet School student.

Or for behaviour which at any time:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the school.

Section 7: The decision to suspend

- 7.1 The decision to suspend is made solely by the Headteacher, (or in their absence, the acting Headteacher or teacher in charge). The Headteacher may consult others, but not anyone who may later have a role in reviewing the Headteacher's decision.
- 7.2 There are a number of circumstances where a student may be required to leave the school site with the authorisation of the Headteacher:
- a) Where a decision has been made to suspend.
 - b) Where a student has committed a serious offence outside the jurisdiction of the school and it is determined by the Headteacher that it is in the interests of the community for the student to be educated off-site. This is not a suspension.
 - c) Where, for medical reasons the presence of a student represents a serious risk to the health or safety of other students or staff. This is not a suspension.
 - d) If a student is given permission by the Headteacher to leave the premises briefly to remedy a breach of the school rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not a suspension but an authorised absence. Parents/carers agreement for their daughter to return home will be sort in such cases.
 - e) Where there is good reason to believe that a student is carrying an item that is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be searched. In this circumstance, the student can be refused entry. This is not a suspension but an unauthorised absence in the first instance but that lead to suspension following a full investigation.
- 7.3 The decision to suspend a student is not taken lightly and the Headteacher will:
- a) Ensure that a thorough investigation is carried out.
 - b) Consider all the evidence available to support the allegations.
 - c) Allow and encourage the student to give their version of events.
 - d) Keep a written record of the actions taken including the signed statements of witnesses.
 - e) Be confident that the procedures detailed later in this policy have been carried out.
 - f) Ensure SEND expert advice has been taken into account where appropriate.
 - g) Take into account any contributing factors that are identified e.g. recent bereavement, mental health issues, subject to bullying or provocation.
 - h) Ensure that parents/carers have been kept informed throughout the process and consulted where appropriate.
- 7.4 The standard of proof applied when deciding to suspend is 'balance of probabilities'. The more serious the allegation the more convincing the evidence substantiating the allegation needs to be.
- 7.5 Suspensions will not be used as a consequence for the following:
- a) Minor incidents such as a failure to complete homework.
 - b) Poor academic performance.
 - c) Lateness or truancy.
 - d) Breaches of school rules on uniform or appearance except where these are persistent or in open defiance of such rules.
 - e) Pregnancy.
 - f) As a punishment for the behaviour of their parent/carer.

7.6 Once the decision has been made to suspend, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided online via Google Classroom.

Section 8: Suspensions (Level 1: fewer than 15 days in any term/Level 2: 15 school days or more during any term)

- 8.1 A decision to suspend a student for a fixed-term may be taken in response to breaches of the school's behaviour policy.
- 8.2 The Headteacher may suspend a student for one or more fixed periods that do not exceed a total of 45 school days in any one school year.
- 8.3 During a suspend of 5 or fewer days, work will be set by the school for the student to complete at home via Google Classroom.
- 8.4 For a suspension of longer than 5 days, the school will arrange a full-time educational provision from the sixth day of suspension.
- 8.5 Before the end of any suspension, parents/carers will be invited to attend a reintegration meeting at the school with their child. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. The school will consider all further support needed to help the student, including referral to external agencies if appropriate. The student will also spend a period on report to support their reintegration.
- 8.6 During the first five days of any suspension, the parents of an suspended student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent/carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.
- 8.7 Each suspension is treated on its own merit.

If a student has received three suspensions, the reintegration meeting will take place with the Headteacher.

Section 9: Permanent Exclusion

- 9.1 Permanent exclusion is an extremely rare sanction at Plashet School and always avoided wherever possible. The decision to permanently exclude is taken only:
 - a) In response to serious breaches of the school Behaviour Policy and
 - b) If allowing the student to remain would seriously harm the education or welfare of that student or others at the school.
- 9.2 A student may be permanently excluded where there have been repeated breaches of the behaviour policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the school has exhausted all available strategies for dealing with the student and is a last resort.
- 9.3 There may be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - a) Serious actual or threatened violence against another student or member of staff.
 - b) Sexual abuse or assault.
 - c) Serious bullying including cyber-bullying.
 - d) Being in possession of an illegal substance and/or supplying an illegal substance.
 - e) Carrying an offensive weapon.

Again, this is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that permanent exclusion is an appropriate sanction for a first or 'one off' offence.

- 9.4 In many cases, investigation may not be immediately possible, for example, the incident is complex and a number of witness statements are required. In this case, a Headteacher may issue a suspension for a short period (a maximum of 5 school days is advised):
 - a) To allow investigation to take place and

b) To give opportunity for a reasoned decision.

In this case, the letter informing of the suspension should clearly state the reason for the suspension is "to allow investigation into an incident which may result in permanent exclusion". The letter should not state that the fixed term exclusion is, in itself, punishment for the incident under investigation. Once the investigation is complete, a further letter should be sent containing one of the following;

- Notification for the student to return to school.
- An extension to the Suspension.
- Notification of a permanent exclusion.

In exceptional cases, usually where further evidence, not available at the time of the investigation, has become known a suspension may be extended or converted to a permanent exclusion.

9.5 The school operates a 'zero-tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances.

9.6 Any student who brings an offensive weapons or a banned item onto site, or who brings and/or supplies an illegal substance on site may be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion.

9.7 The Headteacher will:

- a) Meet wherever possible with the parents/carers and students before reaching a decision to permanently exclude a student.
- b) Notify the parents without delay, ideally by telephone, followed up by a letter preferably within one school day.
- c) Inform the Governing Board and Newham Children's Services within one school day of the decision to permanently exclude.
- d) Continue to provide education for the student for five school days. From the sixth day of a permanent exclusion, Newham Local Authority is statutorily responsible for ensuring that full time education is available.
- e) Prepare all supporting papers for the exclusion and pass them to the Clerk for circulation to all parties at least 5 days in advance of the meeting. The paperwork should include:
 - The Headteacher's case for permanent exclusion.
 - A copy of the exclusion letter of notification to the parent.
 - Attendance records.
 - Witness statements (where appropriate, signed and dated where possible).
 - Excluded student statement (where appropriate).
 - School behaviour policy.
 - Details of any Pastoral Support Programme or Individual Education Plan.
 - Records of interventions.
 - Details of any alternative or enhanced curriculum.

Section 10: Informing parents/carers

Following a decision to suspend, the Headteacher must inform parents/carers putting the decision to exclude in writing, stating the date the suspension takes effect.

The letter must also explain:

- The circumstances leading up to the decision to suspend.
- Why the Headteacher decided to suspend the student.
- If relevant, what steps were taken to try to avoid suspend, details of any relevant previous warnings, suspensions or other disciplinary measures taken before the present incident.
- The arrangements for enabling the student to continue his/her education, including setting and marking of the student's work.
- The parent's right to see and have a copy of their child's record.
- The parent's responsibilities to ensure their child is not in a public place in school hours during the

first five days of a suspension.

- If the exclusion is for a suspension, the letter will also state the length of the suspension and the date and time the student should return to the school.
- The arrangements for a parent interview at the end of the suspension to discuss the process of reintegration.
- For Level 2 suspension and permanent exclusions, the letter will also state the parent's right to appeal to the Independent Appeals Panel and the appropriate mechanism for that to happen as well as the fact that the Behaviour Committee will meet to review the decision.
- For Level 1 suspensions, the letter will also state that if parents are concerned about the way in which the suspension was managed, they may write to the Behaviour Committee to ask it to review the process. This may be done by just one member of the Committee. The Committee cannot overturn the decision to suspend but may put a note on the file.
- The involvement, if appropriate, of SEND expert advice.

Section 11: Informing the Governing Board

The Headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student.
- Any suspension or permanent exclusion which would result in the student 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 student missing a National Curriculum test or public exam.

The Headteacher will notify the Governing Board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and permanent exclusions that have been cancelled, including the circumstances and reasons for the cancellation.

Section 12: Informing the Newham Local Authority

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 student lives outside the Local Authority in which the school is located, the Headteacher will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it.

Section 13: Informing the student's social worker and/or virtual school head (VSH)

If a:

- Student with a social worker is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker as early as possible.
- Student 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 in order to work together to consider what factors may be affecting the student'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 student with a social worker/a student who is looked after, they will inform the student's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the student.
- 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 student's ability to sit a National Curriculum test or public exam (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 student'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 student's welfare are taken into account.

Section 14: Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where the Governing Board has not yet reviewed it. Where there is a cancellation:

- The parents, Governing Board and Newham Local Authority will be notified without delay.
- Where relevant, any social worker and VSH will notified without delay.
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation.
- The Headteacher will report to the governing board once per term on the number of cancellations.
- The student will be allowed back in school.

Section 15: The Governing Board Behaviour Committee

- 15.1 The school has a Behaviour Committee that has responsibility for reviewing decisions in relation to suspensions and permanent exclusions. The Behaviour Committee consists of at least 3 members, none of whom are employed by the school.
- 15.2 The Behaviour Committee will automatically review any suspension that results in a student being suspended for more than 15 school days in any one term, or any permanent exclusion.
- 15.3 Parents/carers have the right to appeal the decision to suspend their child.

Section 16: Considering the reinstatement of a student

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

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

Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension to more than 5 in a term, the governing board behaviour committee must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the Headteacher to reinstate the student.

Where the student has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the governing board behaviour committee will consider and decide on the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the Headteacher to reinstate the student.

Where a suspension or permanent exclusion would result in a student missing a public exam or National Curriculum test, the governing board behaviour committee of the governing board will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the chair of the governing board (or the vice-chair, if necessary) may consider the suspension or permanent exclusion and decide whether to reinstate the student.

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

- Parents, or the student if they are 18 or over (and, where requested, a representative or friend).
- The student, 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 student's social worker, if they have one.
- The VSH, if the student is looked after.
- A representative of Newham Local Authority.

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 Governing Board Behaviour Committee can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date (except in cases where the board cannot do this).

In reaching a decision, Governing Board Behaviour Committee 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 student 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'.

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

Governing Board Behaviour Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents
- The Headteacher
- The student's social worker, if they have one
- The Virtual School Headteacher, if the student is looked after
- The local authority
- The student's home authority, if it differs from the school's

Where an exclusion is permanent and the Governing Board Behaviour Committee has decided not to reinstate the student, the notification of decision will also include the following:

- The fact that it is a permanent exclusion.
- Notice of parents' 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).
- 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 student's special educational needs (SEN) are considered to be relevant to the permanent exclusion.
- That, regardless of whether the excluded student has recognised SEN, parents have a right to require the Local Authority 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 for this appointment.
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review.
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents 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.

Section 17: Independent Review

If parents apply for an independent review within the legal timeframe, the Local Authority will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by Governing Board Behaviour Committee of its decision to not reinstate the student 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.

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 of the Local Authority 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 Local Authority, 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 Local Authority, school, governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality.
- Have not had the required training within the last 2 years.

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

Taking into account the student's age and understanding, the student or their parents will be made aware of their right to attend and participate in the review meeting and the student should be enabled to make representations on their own behalf, should they desire to.

Where a SEND expert is present, the panel must seek and have regard to the SEND expert's view of how SEND may be relevant to the student'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 student's experiences, needs, safeguarding risks and/or welfare may be relevant to the student's permanent exclusion.

Where a Virtual School Headteacher is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the Headteacher in the lead up to the permanent exclusion, or are relevant to the student'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 reconsider 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 student within 10 school days.
- Any information that the panel has directed the governing board to place on the student's educational record.

Section 18: School registers

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

- 15 school days have passed since the parents were notified of Governing Board Behaviour Committee decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents 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 student's name from the register.

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

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

Making a return to the Local Authority

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

Section 19: Returning from a suspension

19.1 Reintegration strategy

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

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

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school.
- Daily contact in school with a designated pastoral professional
- Mentoring by a school Wellbeing Mentor.
- Regular reviews with the student and parents/carers to praise progress being made and raise and address any concerns at an early stage.
- Informing the student and parents/carers of potential external support.

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

19.2 Reintegration meetings

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

The student, parents/carers, a member of Pastoral staff, a member of the Leadership Team and any other relevant professionals will be invited to attend the meeting.

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

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

Section 20: Monitoring arrangements

Plasht School will collect data on the following:

- Attendance, internal isolation, permanent exclusions and suspensions.
- Use of pupil referral units, off-site directions and managed moves.

The data will be analysed every term by the Leadership Team. The Headteacher will present this data in their termly report to governors.

The data will be analysed from a variety of perspectives including:

- At school level.
- By year group.
- By 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 pupils are identified by this analysis, the school will review its policies in order to tackle it.