The 3-18 Education Trust

Suspensions and Permanent Exclusions, Off-site Direction and Managed Moves Policy

'Every individual is in a great school.'

Approved: **Autumn Term 2026**
Review: **Summer Term 2027**

www.3-18education.co.uk

Our Mission

Rooted in Equity. Belonging by Design. Success Without Limits.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust
101 Longden Road
Shrewsbury
SY3 9PS

Company Number: 08064698

Policy Monitoring and Review

Monitoring

The Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis.

Review

Member of Staff Responsible	Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Statutory Guidance on Suspensions and Exclusions (July 2026) School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).
Policy Adopted By	CEO
Date of Policy	Autumn Term 2026
Review Period	Annually
Date of Next Review	Summer Term 2027

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1. Introduction

1.1. The 3 – 18 Education Trust (The Trust) Exclusion Policy aims to set out the processes that will be followed and the additional considerations around suspensions and exclusions that the Trust will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.

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

1.3. The Trust will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2026) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).

1.4. This policy should be read in conjunction with the behaviour policy and the SEND policy for the Trust.

Application of policy

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

Types of exclusion

1.6. Suspensions and permanent exclusions are different:

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

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

2. Roles and responsibilities

2.1. All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

The Headteacher

2.2. All decisions to suspend or permanently exclude a pupil will be taken by the Headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the Trust's Behaviour Policy.

Governing Body/Directors

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

Parents/Carers

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

Pupils

2.5. All pupils of schools in the Trust are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the Behaviour Policy will apply.

3. CCTV, Witness Evidence and Pupil Views

3.1. Some of the schools within the Trust use Close Circuit Television (CCTV) within their premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or permanent exclusion, then it will be shown in some format (redacted as necessary) at any Review Committee meeting.

3.2. Please refer to the Trust's Operation of CCTV Policy and Privacy Notices. The Notices can be found on the Trust's and schools' websites. The Policy and Privacy Notices can be provided by contacting an individual school.

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

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

4. Suspensions

4.1. The following factors will be considered before the decision to suspend (and the length of the suspension):

- Ensuring that the pupil is invited to give their version of events (if circumstances allow, this will be a written statement).
- Pupil status e.g. PP, LAC, SEND.
- Ensuring that a thorough investigation has been carried out.
- Consideration of all the evidence available to support the allegations, taking account of the schools' behaviour and equal opportunities policies.
- Consideration of whether the incident is provoked, e.g. by bullying/bullying behaviour or by racial or sexual harassment (provocation will not necessarily mean an exclusion/suspension will not be given).
- Gathering written statements from all involved where appropriate and possible.
- The age of the pupil.
- The disciplinary record.
- The nature of the offence.
- Exam obligations.

4.2. The standard of proof to be applied is on the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the Headteacher may suspend/exclude the pupil.

4.3. Where a pupil is suspended the school will:

- Inform parents/carers immediately.
- Confirm the decision, details and expectations in writing within one working day.
- Notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any suspension (parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so).
- Undertake to set and monitor work for that pupil for the first five days of the exclusion.
- Provide full time education (off site or in a shared provision) from the sixth day of any period of suspension of six days or longer.
- Advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards.
- Consider how the time out of school might be used to address the pupil's problems.
- Consider what support will best help with the pupil's reintegration into the school at the end of the suspension.
- Reintegration strategy meetings following suspension or off-site direction

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

- offer the pupil a fresh start;
- help them understand the impact of their behaviour on themselves and others;
- teach them to how meet the high expectations of behaviour in line with the school culture;

- foster a renewed sense of belonging within the school community; and
- build engagement with learning, so that further suspensions are not needed.

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

4.6. Schools in the Trust may use various measures to support a pupil's successful reintegration including:

- regular contact with a designated pastoral professional in school.
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult or external agency;
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

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

5. Permanent Exclusions

5.1. Repeated offences could ultimately lead to permanent exclusion. Permanent exclusion will usually be considered as a 'last resort' action, applied only when all other methods and strategies have failed. However, permanent exclusion could follow after certain single incidents, which are deemed to be extremely serious.

5.2. Schools have a power to screen and search pupils for weapons. The Trust will consider whether or not to inform the police where a criminal offence may have taken place. Contacting the Young Offending Team and/or social workers will also be considered.

5.3. The Trust schools will not exclude for:

- truanting or non-attendance
- uniform or appearance
- poor academic progress
- behaviour of parents/carers
- refusal to sign a home school agreement

5.4. If a pupil is permanently excluded the school will:

- Notify parents of their responsibility to ensure that their child is not present in a public place in school hours during their first five days of any permanent exclusion.
- Undertake to set and mark work for that pupil for the first five days of the exclusion.

- Advise parents or carers that, during the first week of the exclusion, that the pupil's home Local Authority will arrange to assess the pupil's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided.
- Arrange a meeting of the Trust's Permanent Exclusion Review Committee to review the permanent exclusion and decide whether to uphold it, inviting the pupil's home and school Local Authorities to be in attendance.

5.5. Pupils who are permanently excluded will remain on the school roll during the period allowed for appeals or removed sooner if the Local Authority confirms there will be no appeal.

Suspensions before a permanent exclusion

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

Cancelling a suspension or exclusion

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

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

6. Directing off-site and managed moves

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

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

6.3. The statutory power to direct a pupil off-site to improve their behaviour applies to academies under the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026. This power rests with the governing board and the Trust's Scheme of Delegation sets out where it is exercised. The Trust will comply with these Regulations and have

regard to the DfE's 'Arranging Alternative Provision: A Guide for Local Authorities and Schools'.

6.4. Where an off-site direction is made, parents (and the Local Authority where the pupil has an EHCP) will be notified in writing as soon as practicable after the direction has been made and no later than two school days before the placement begins. The notice will include the address at which the educational provision will be provided, the person to whom the pupil should report on first attending, the number of days of the direction, the reasons for and objectives of the direction, and the times of the session(s).

6.5. The placement and reintegration plan will be kept under review by the governing board, with review meetings held at intervals appropriate to the pupil's needs. Parents (and the Local Authority where the pupil has an EHCP) may request a review meeting in writing, which will be arranged as soon as reasonably practicable unless a review meeting has been held in the previous 10 weeks. A written invitation to attend any review meeting, or to submit written views before the meeting, will be sent no later than six days before the meeting, and the decision on whether the direction should continue (and if so, for what period), with reasons, will be confirmed in writing no later than six days after the meeting.

6.6. For a managed move to take place there needs to be agreement between the school, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil will often attend the new school as part of a direction off-site, but any managed move will need to comply with the new school's admissions procedures. The Trust will share relevant information with the new school and check that they have an integration strategy. At the end of this off-site direction period, the relevant parties (including the parents) will review the how it has gone before a decision is taken about whether it becomes a permanent managed move. A managed move will only be agreed to where it is in the pupil's best interests.

Separation of pupils for safeguarding purposes

6.7. In certain circumstances, a school may temporarily forbid a pupil from attending its premises for safeguarding reasons, for example where an allegation of harm by one pupil against another requires pupils to be physically separated. This is not a suspension or exclusion on disciplinary grounds and will not be treated or recorded as one.

6.8. Any such separation will be used only in rare circumstances, where separating the pupils is essential and cannot practicably be achieved in a way that allows the pupils to remain on the school site. The decision will be made on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking a lead role and supported by other agencies, such as children's social care and the police, as required. Parents will be informed of the reason why the pupil has been temporarily forbidden from attending the premises, and the governing board will be notified without delay. In making any such decision, the school will have regard to its duties under the Human Rights Act 1998, the Equality Act 2010 and Keeping Children Safe in Education, and will act reasonably, rationally and in a procedurally fair manner.

6.9. Where a pupil is temporarily forbidden from attending the premises for safeguarding reasons, the Local Authority must arrange education for the pupil if the school or the

pupil's parents do not do so. The pupil will be supported to reintegrate successfully into school life following any period of separation, in line with the reintegration measures set out in this policy.

7. The Role of the Suspension/Permanent Review Committee

7.1. Responsibilities regarding suspensions and permanent exclusions are delegated by the Trust Board to the Suspension/Permanent Exclusion Review Committee. A Governance Support Administrator who is experienced in pupil suspension/permanent exclusions will be appointed by the Governance Professional.

7.2. The Suspension/Permanent Exclusion Review Committee has a duty to consider reinstating a suspended/permanently excluded pupil as follows:

7.3. For suspensions of five days or less:

- The Suspension Review Committee will consider any representation from parents/carers within 50 days after receiving notice of the suspension but does not have to meet with the parents/carers.
- The Suspension Review Committee has no power to re-instate or overturn a decision (but can place findings on the pupil's record).

7.4. For suspensions of 6 – 15 days in any one term (single event or cumulative):

- The Suspension Review Committee will consider any representation if parents/carers request a meeting within 50 days after receiving notice of the suspension.
- The Suspension Committee can uphold a suspension or reinstate the pupil (earlier or immediately)

7.5. For suspensions exceeding 15 days in any one term, and in all permanent exclusion cases:

- The Suspension/Permanent Exclusion Review Committee must meet within 15 days after receiving notice of the suspension/permanent exclusion.

7.6. For a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test:

- The Suspension/Permanent Exclusion Review Committee must take reasonable steps to meet before the date of the examination and in any event within 15 days after receiving notice of the suspension/permanent exclusion.

7.7. References to days are 'school days.'

8. Suspension/Permanent Exclusion Review Committee Meeting with Parents/Carers and Pupil.

8.1. The following parties will be invited to the meeting and are allowed to make representations:

- Parents (and, where requested, a representative or friend) and the pupil.
- The Headteacher and other relevant school personnel.

- Parents may request that the local authority and/or the home local authority attend a meeting as an observer. That representative may only make representations with the Pupil Discipline Committee's consent.
- The child's social worker if the pupil has one.
- The Virtual School Head if the child is a Looked After Child.

8.2. The Suspension/Permanent Exclusion Review Committee must make reasonable endeavours to arrange the meeting for a date and time that is convenient to all parties, but within the time limits set out above. However, any decision will not be invalid simply on the grounds that it was not made within these time limits.

8.3. Where possible, any written evidence and information, including a list of those who will be present, will be circulated to all parties at least five school days in advance of the meeting.

8.4. Reasonable adjustments will be made to support the attendance and contribution of parties at the meeting.

8.5. The suspended/permanently excluded pupil will be encouraged to attend the meeting and speak on their own behalf, taking into account the pupil's age and understanding. If attending the review meeting is not possible, other means will be considered to allow the suspended/permanently excluded pupil to make representations.

Considering the Suspension/Permanent Exclusion of a Pupil

8.6. The Suspension/Permanent Exclusion Review Committee can either:

- decline to reinstate the pupil, or
- direct the reinstatement of the pupil immediately, or on a particular date.

8.7. In reaching a decision, the Suspension/Permanent Exclusion Review Committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. The Committee will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

8.8. Minutes will be taken of the meeting, and a record of evidence considered kept.

8.9. The Suspension/Permanent Exclusion Review Committee will notify, in writing, the Headteacher, parents/carers and the Local Authority(ies) of its decision, along with reasons for its decision, without delay.

Independent review panels (IRPs)

8.10. The Trust school's Local Authority arranges IRPs on the Trust's behalf, and requests where a permanent exclusion decision has been upheld, should be made within 15 school days.

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

Reconsideration by the Permanent Exclusion Review Committee

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

Remote Meetings

8.13. An IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's not reasonably practicable to hold the meeting in person.

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

Complaints

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

Equality impact

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

Monitoring arrangements

8.17. The Directors and Local Committees from each school review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the Local Committee Members and Directors to ensure the processes and support for pupils are appropriate:

- the interventions put in place for pupils at risk of suspension and permanent exclusion;
- the processes in place for determining and reviewing directions to alternative provision, and any separate arrangements made to keep pupils apart for safeguarding purposes, and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefitting from it;
- the full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
- any previous placements have been evaluated, including support for any applicable SEND;

- there is a process in place to monitor the pupil's attendance and behaviour at the provision;
- the correct attendance code is being used;
- the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible;
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils;
- the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves;
- whether the school register and absence codes have been recorded correctly
- how the behaviour policy is applied and specifically its consistency;
- the circumstances in which pupils receive repeat suspensions;
- whether Personal Education Plans for looked after children have been reviewed on a termly basis.