



Suspensions and Permanent Exclusions Policy

Excellence for All

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Committee	Pupils & Personnel
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1.Introduction

1.1 At **Fernwood Primary and Nursery School**, we are committed to ensuring that every child receives their education in a calm, safe, inclusive and supportive environment where they feel valued, respected and able to achieve our school vision of *Excellence for All*. We recognise that positive behaviour is taught, modelled and reinforced through every interaction, and that suspension and permanent exclusion are serious sanctions that should only be used when necessary and in accordance with statutory guidance.

We believe that all pupils have the right to learn and all staff have the right to work in an environment where they feel safe and respected. Whilst suspensions and permanent exclusions are sometimes necessary to protect the welfare, safety and education of others, we are committed to using early intervention, restorative approaches, targeted support and partnership working with families and external agencies to prevent exclusions wherever possible. Permanent exclusion will only ever be used as a last resort.

1.2 Our aims are to:

- Ensure the suspension and permanent exclusion process is applied fairly, consistently, proportionately and lawfully.
- Help governors, staff, parents/carers and pupils understand the suspension and permanent exclusion process.
- Maintain a safe, calm and orderly environment where all pupils can learn and thrive.
- Promote high standards of behaviour while recognising that some pupils may require additional support, reasonable adjustments or targeted interventions to meet those expectations.
- Ensure pupils with SEND, Education, Health and Care Plans (EHCPs), Young Carers, looked-after status or other vulnerabilities receive appropriate support and consideration throughout any exclusion process.
- Ensure that any suspension has the least possible impact on a child's education, wellbeing and future success.
- Support successful reintegration following a suspension through a structured and supportive return-to-school process.
- Work collaboratively with parents/carers, external agencies and the local authority to promote positive outcomes for pupils.
- Ensure all suspension and permanent exclusion decisions are lawful, reasonable, fair and proportionate and are made in the best interests of the whole school community.

1.3 A note on off-rolling

Fernwood Primary and Nursery School is committed to acting in the best interests of every child. We will never use suspension, permanent exclusion, managed moves, off-site direction or alternative provision to remove a pupil from the school roll for the benefit of the school rather than the pupil.

'Off-rolling' is a form of gaming and occurs when a school removes a pupil from the school roll without following the proper exclusion process, or otherwise encourages a pupil to leave when it is not in their best interests. Examples include:

- Removing a pupil from the school admission register without a formal permanent exclusion.
- Encouraging or pressuring parents/carers to remove their child from the school.
- Retaining a pupil on roll but not allowing them to attend school without a formal suspension or permanent exclusion.
- Moving a pupil to alternative provision when it is not in the pupil's best interests.
- Sending a pupil home for disciplinary reasons without formally recording a suspension.
- Placing a pupil on a part-time timetable purely as a response to behaviour.
- Removing a pupil from the school roll without following statutory procedures.

Accordingly, Fernwood Primary and Nursery School will not suspend or permanently exclude a pupil unlawfully by telling or forcing them to leave school, encouraging parents/carers to remove them from the school, or preventing them from attending school without following the statutory exclusion procedures and formally recording the exclusion.

1.4 Prohibited reasons for suspension and exclusions

Any suspension or permanent exclusion will only be made on disciplinary grounds and will never be used because:

- A pupil has SEND or a disability that the school feels unable to support.
- The pupil has poor academic attainment or is underachieving.
- The pupil has failed to meet a condition before returning to school, such as attending a reintegration meeting with parents/carers.
- The school wishes to improve its performance data or remove a pupil whose needs are challenging to meet.

In line with our commitment to inclusion and equity, we will always consider whether additional support, reasonable adjustments, SEND provision, safeguarding concerns, social, emotional or mental health needs, or involvement from external agencies could help prevent exclusion before making a decision. We will maintain high expectations for all pupils whilst ensuring appropriate support is in place to help them meet those expectations.

2. Legislation and Statutory Guidance

2.1 Statutory Guidance

This policy is based on the Department for Education (DfE) statutory guidance [*Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement \(July 2026\)*](#). Fernwood Primary and Nursery School will have regard to this guidance when carrying out its duties relating to suspensions, permanent exclusions, off-site direction and managed moves.

This policy is based on the following legislation, which outlines schools' powers to suspend and permanently exclude pupils:

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

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#) and as modified and amended by [The Education \(Educational Provision for Improving Behaviour\) \(Application to Academies and Pupil Referral Units and Minor Amendments\) Regulations 2026](#).
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [Inspection information for state-funded schools](#), which defines 'off-rolling'

2.2 Other Guidance

This policy should also be read alongside relevant statutory and non-statutory guidance, including:

- Behaviour in Schools.
- Keeping Children Safe in Education (KCSIE).
- Working Together to Improve School Attendance.
- Mental Health and Behaviour in Schools.
- SEND Code of Practice: 0 to 25 Years.
- Arranging Alternative Provision: A Guide for Local Authorities and Schools.

3. Definitions

3.1 Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'. A suspension can also be used for parts of the school day e.g. if a pupil's behaviour at lunchtimes is disruptive, they may be suspended from the premises for the duration of the lunchtime period. The legal requirements relating to suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime

suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

3.2 Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’. The law does not allow for extending a suspension or ‘converting’ a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin after the end of the suspension.

3.3 Off-site direction – when a pupil is required to attend another education setting temporarily, to improve their behaviour. As per the Department for Education’s Suspension and Permanent Exclusion Guidance (July 2026), an off-site direction is used as a temporary preventative measure to permanent exclusion. It states 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 to maintain safety of school communities’.

3.4 Parent/Carer – any person who has legal parental responsibility and any person who has legal care of the child.

3.5 Managed move – when a pupil 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. As opposed to an off-site direction, ‘a managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently.’ Parents and the schools must all be in agreement to ensure the move is part of a planned intervention to support the student. Whilst offsite directions and managed move are not an avenue schools want to pursue, they can and will be used where appropriate.

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

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

4. Roles and Responsibilities

4.1 The Executive Headteacher and SLT

4.1.1 Deciding whether to suspend or permanently exclude

Only the Executive Headteacher, or members of SLT in the absence of the Executive Headteacher, can suspend or permanently exclude a pupil from Fernwood Primary and Nursery School on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. Permanent exclusion will only be used as a last resort.

At Fernwood, we believe every child can succeed and that positive behaviour is taught, modelled and reinforced through every interaction. We are committed to supporting pupils to meet our high expectations and will always seek to understand and address the underlying causes of behaviour wherever possible before considering exclusion.

A decision to suspend a pupil will be taken only:

- In accordance with the school's Behaviour Policy.
- To provide a clear signal of what is unacceptable behaviour.
- To demonstrate that a pupil's current behaviour places them at risk of permanent exclusion.
- When other appropriate strategies, interventions and support have not been successful or are not appropriate in the circumstances.

Where suspensions become a regular occurrence, the Executive Headteacher will carefully consider whether suspension alone is an effective sanction and whether additional support, intervention or alternative approaches are required to address behaviour and prevent future suspensions.

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

- 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, including staff and pupils.

Before deciding whether to suspend or permanently exclude a pupil, the Executive 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 pupil 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 pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g., the pupil has a social worker, or is a looked-after child (LAC) or a previously looked-after child (PLAC))
- Consider whether all alternative solutions have been explored, such as:
 - Additional pastoral support.
 - Behaviour support plans.

- Parental meetings.
- SEND reviews.
- External agency involvement.
- Restorative approaches.
- Targeted interventions.
- Off-site direction, where appropriate.
- Managed moves, where appropriate and in the pupil's best interests.

When considering the use of off-site direction, Fernwood Primary and Nursery School complies with the *Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026* and has regard to the Department for Education's statutory guidance, *Arranging Alternative Provision: A Guide for Local Authorities and Schools*.

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

- Ensure the pupil'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 pupil 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).

Where concerns exist regarding the behaviour or risk of suspension or permanent exclusion of a pupil with SEND, a disability or an EHCP, Fernwood Primary and Nursery School will work in partnership with parents, the Local Authority and relevant professionals to consider whether additional support, provision or amendments to existing support arrangements are required.

Where a pupil has an EHCP, the school will contact the Local Authority at an early stage and consider requesting an early annual review before deciding whether suspension or permanent exclusion is appropriate.

If there is an ongoing safeguarding investigation that may result in a permanent exclusion, all decisions will be made alongside the school's safeguarding responsibilities, the welfare of all pupils and staff, and the school's duty to provide education.

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

In exceptional circumstances, the Executive Headteacher may decide to temporarily prevent a pupil 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 pupils for safeguarding reasons; and
- There is no practical alternative that would allow all pupils to remain safely on site.

Decisions will be made on a case-by-case basis, led by the Lead Designated Safeguarding Lead (DSL) and informed by multi-agency working where appropriate.

Where this measure is used, the school will:

- Inform parents/carers without delay.
- Notify the Governing Board without delay.
- Ensure suitable education is provided.
- Support reintegration as soon as it is safe and appropriate to do so.

4.1.3 Informing Parents/Carers

At Fernwood Primary and Nursery School, we recognise the importance of working in partnership with parents/carers.

Where a pupil is at risk of suspension or permanent exclusion, parents/carers will be involved at the earliest opportunity wherever possible so that concerns can be discussed and additional support can be considered.

If the Executive Headteacher decides to suspend or permanently exclude a pupil, parents/carers will be informed without delay, initially by telephone or in person where practicable, followed by written confirmation containing all information required by statutory guidance.

- 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' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil 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 consider the reinstatement of a pupil, parents/carers will be invited to attend the meeting and share their views. They have the right to be represented (at their own expense) and may bring a friend or

supporter. In some circumstances, more than one representative may attend, subject to reasonable limits determined by the governing board.

- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request.

If the pupil is of compulsory school age, the Headteacher will also notify parents/carers without delay, and no later than the end of the afternoon session on the first day of the suspension or permanent exclusion, that:

- For the first five school days of the suspension or permanent exclusion (or until alternative provision begins, or the suspension ends if earlier), parents/carers must ensure that their child is not present in a public place during school hours without reasonable justification. The notification will specify the dates on which this duty applies.
- A parent/carer who fails to comply with this duty without reasonable justification may be issued with a fixed penalty notice or face prosecution.

Where alternative provision is arranged, the school will provide parents/carers with written information about:

- The start date of the provision.
- The address where the provision will take place.
- The member of staff or contact person to whom the pupil should report.
- The duration of the placement.
- The reasons for, and objectives of, the placement.
- The times of the educational provision, including session and break times where applicable.

At Fernwood Primary and Nursery School, we recognise the importance of maintaining continuity in learning. We will work closely with parents/carers, alternative providers and the Local Authority where appropriate to ensure that pupils continue to receive suitable education and support during any period of suspension or exclusion.

If all information relating to alternative provision is not available by the end of the first day of the suspension or permanent exclusion, the Executive Headteacher will provide this information as soon as possible and no later than 48 hours before the provision is due to begin. Where alternative provision is required before the sixth school day, this information may be provided with less than 48 hours' notice, with parental agreement.

If the Executive Headteacher cancels a suspension or permanent exclusion before it has been considered by the Governing Board, parents/carers will be informed without delay and will be provided with the reason for the cancellation. Parents/carers will also be offered the

opportunity to meet with the Executive Headteacher to discuss the circumstances surrounding the decision.

4.1.4 Informing the Governing Board

The Headteacher will notify the Governing Board without delay of:

- Any permanent exclusion.
- Any suspension or permanent exclusion resulting in more than five school days of exclusion in a term.
- Any suspension or permanent exclusion that results in a pupil missing a National Curriculum assessment.
- Any cancelled suspension or permanent exclusion, including the reason for cancellation.

4.1.5 Informing the 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 pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

4.1.6 Informing the Pupil's Social Worker and/or Virtual School Head (VSH)

Where a pupil has a social worker, is looked after or is previously looked after, Fernwood Primary and Nursery School recognises that education is a protective factor and will involve appropriate professionals at the earliest possible stage.

The Executive Headteacher will notify the pupil's social worker and/or VSH as required by statutory guidance and will invite them to relevant Governing Board meetings.

4.1.7 Cancelling Suspensions and Permanent Exclusions

The Executive Headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, provided the Governing Board has not yet met to consider reinstatement.

Where an exclusion is cancelled:

- Parents/carers, the Governing Board and the Local Authority will be informed without delay.

- Any social worker and VSH will also be informed where relevant.
- The reason for the cancellation will be provided.
- Parents/carers will be offered a meeting with the Headteacher.
- The pupil will be allowed to return to school without delay.

4.1.8 Providing Education During the First Five Days of a Suspension

Fernwood Primary and Nursery School will take reasonable steps to ensure that appropriate, accessible and achievable work is provided during the first five school days of a suspension. Reasonable adjustments will be made for pupils with SEND where necessary.

The school will maintain contact with the pupil and family and begin planning for successful reintegration from the start of the suspension period. This reflects our commitment to ensuring that every child remains a valued member of the Fernwood community and has the opportunity for a positive fresh start on their return to school.

4.2 The Governing Board

4.2.1 Considering Suspensions and Permanent Exclusions

The Governing Board has a duty to consider parents'/carers' representations about a suspension or permanent exclusion and, where required by law, consider whether a pupil should be reinstated.

As Fernwood Primary and Nursery School is a maintained school, responsibilities regarding suspensions and permanent exclusions are delegated to the Governors Exclusion Panel, consisting of at least three governors.

For any suspension of more than five consecutive school days, the Governing Board will arrange suitable full-time education from the sixth school day.

4.2.2 Statutory Duties of the Governing Board

The Governing Board of Fernwood Primary and Nursery School fulfils its statutory duties in relation to suspensions and permanent exclusions in accordance with relevant legislation and Department for Education guidance.

The Governing Board will consider any representations made by parents/carers, following a suspension or permanent exclusion. In circumstances where legislation requires it, the Governing Board will consider whether a pupil should be reinstated.

Within 14 days of receiving a request, the Governing Board will provide the Secretary of State and Nottinghamshire Local Authority with information regarding suspensions and permanent exclusions that have occurred within the previous 12 months.

Where a pupil is suspended for more than five consecutive school days, the Governing Board will ensure that suitable full-time educational provision is arranged from the sixth school day of the suspension.

4.2.3 Monitoring and Evaluating Practice

At Fernwood Primary and Nursery School, we are committed to ensuring that all pupils feel safe, valued and supported to succeed. In line with our ethos of *Excellence for All*, the Governing Board will regularly review and challenge school leaders on the use of suspensions, permanent exclusions, off-site direction and managed moves to ensure that these measures are used lawfully, fairly and only when necessary.

The Governing Board will:

- Monitor patterns and trends in suspensions, permanent exclusions, off-site direction and managed moves.
- Ensure that suspension and exclusion are used only as a last resort and after appropriate support and intervention have been considered.
- Review the effectiveness of the school's behaviour policy and behaviour support systems.
- Seek assurance that behaviour expectations are applied consistently and equitably across the school.
- Monitor the use and impact of early intervention strategies for pupils at risk of suspension or exclusion.
- Consider whether particular groups of pupils are disproportionately represented in suspension and exclusion data, including pupils with SEND, disadvantaged pupils and those with other protected characteristics.
- Review repeat suspensions and the effectiveness of support plans designed to improve outcomes.
- Ensure that appropriate reintegration support is provided following a suspension.
- Review the use, quality and impact of any alternative provision placements.
- Consider the safeguarding, educational and financial implications of any off-site direction.

4.2.4 Use of Data

The Governing Board will use a range of information to hold leaders to account and support continuous improvement, including:

- Behaviour, attendance, suspension and exclusion data.
- Safeguarding information and trends.
- Attendance and persistent absence data.
- Pupil achievement, progress and attainment.

- Data relating to vulnerable groups and pupils with additional needs.
- The views of pupils, parents/carers and staff.
- Quality assurance and monitoring information.

Through regular monitoring and constructive challenge, the Governing Board will seek assurance that Fernwood Primary and Nursery School provides a safe, inclusive and ambitious learning environment where every child can thrive and achieve their potential.

4.3 The Local Authority

For permanent exclusions, the Local Authority will arrange suitable full-time education no later than the sixth school day following the first day of exclusion.

For pupils who are looked after or who have a social worker, the Local Authority and Fernwood Primary and Nursery School will work together to arrange suitable education as quickly as possible and, where appropriate, from the first day of exclusion.

4.4 The DSL

In cases where a pupil is permanently excluded, the DSL of Fernwood Primary and Nursery School should transfer the pupil's child-protection file to the new school within 5 days for an in-year transfer; or within the first 5 days of a new term. This child-protection file should be transferred separately from the main pupil file, securely and with confirmation of receipt.

5. Considering the Reinstatement of a Pupil

5.1 Governing Board Consideration of Reinstatement

The Governors Exclusion Panel will consider and determine whether a pupil should be reinstated following a suspension or permanent exclusion in accordance with the Department for Education's statutory guidance, *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement* (July 2026).

The Governors Exclusion Panel must meet within 15 school days of receiving notification of the suspension or permanent exclusion where:

- the exclusion is permanent;
- the suspension would result in the pupil being suspended for more than 15 school days in a single term; or
- the suspension or permanent exclusion would result in the pupil missing a public examination or National Curriculum test.

Where a pupil has been suspended for 5 school days or fewer in a single term, the Governors Exclusion Panel will consider any representations made by parents or carers. However, it is not required to hold a meeting and cannot direct the Executive Headteacher to reinstate the pupil.

Where a pupil has been suspended for more than 5 school days but not more than 15 school days in a single term, and parents or carers request that the case is considered, the Governors Exclusion Panel will consider whether the pupil should be reinstated within 50 school days of receiving notice of the suspension. If no representations are received, the committee is not required to meet and cannot direct reinstatement.

Where a suspension or permanent exclusion would result in a pupil missing a public examination or National Curriculum test, the Governors Exclusion Panel will, where reasonably practicable, consider the case before the examination or test takes place. If this is not possible, the Chair of Governors (or Vice-Chair, where appropriate) may consider the case and determine whether reinstatement is appropriate.

5.2 Meetings and Representation

The following individuals will be invited to attend a reinstatement meeting and given the opportunity to make representations:

- the parents or carers;
- the Executive Headteacher;
- the pupil's social worker, where applicable;
- the Virtual School Head (VSH), where the pupil is looked after;
- a representative of the local authority.

Meetings may take place remotely where this is requested by parents or carers and where the Governing Board is satisfied that a remote meeting is appropriate and can be conducted fairly.

5.3 Decision-Making

The Governing Board will seek to arrange meetings within the statutory timescales and at a time that is convenient for all relevant parties. A decision will not be invalid solely because it was made outside these timescales.

In reaching its decision, the Governors Exclusion Panel may:

- decline to reinstate the pupil; or
- direct the reinstatement of the pupil either immediately or from a specified date.

When making its decision, the Governors Exclusion Panel will consider:

- whether the Executive Headteacher's decision was lawful, reasonable and procedurally fair;
- whether the Executive Headteacher complied with their statutory duties;
- the welfare, safeguarding and educational interests of the pupil and others within the school community;
- the school's Behaviour Policy and any relevant supporting evidence;
- any representations made by those attending the meeting.

Decisions will be based on the balance of probabilities, meaning that the evidence shows it is more likely than not that the behaviour occurred. This is different from the criminal standard of proof of "beyond reasonable doubt".

A clerk to the Governing Board will attend the meeting, take minutes and maintain an accurate record of the evidence considered and the decision reached. The outcome will be recorded on the pupil's educational record.

5.4 Notification of Decision

The Governing Board will notify the following parties of its decision in writing, without delay, providing reasons for the decision:

- the parents or carers;
- the Headteacher;
- the pupil's social worker, where applicable;
- the Virtual School Head, where applicable;
- the local authority;
- the pupil's home authority, where different from Nottinghamshire.

Where the Governing Board upholds a permanent exclusion, the written notification will also include:

- confirmation that the exclusion is permanent;
- the right of parents or carers to request an Independent Review Panel;
- the deadline for making an application for a review (15 school days from the date of notification);
- details of how and where an application should be submitted;
- information about the role of an SEN expert and the right to request one at no cost;
- information about obtaining representation at the review;
- details of parents' rights to make a claim under the Equality Act 2010 where they believe unlawful discrimination has occurred.

5.5 DfE References

This section should be read alongside:

- Department for Education (2026), *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (Statutory Guidance)*.
- Education Act 2002.
- Education and Inspections Act 2006.
- Equality Act 2010.
- Children and Families Act 2014.

6. Independent Review

A detailed guide can be found in Parts 9-12 of: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

6.1 Right to an Independent Review

If parents/carers apply for an independent review within the statutory timeframe following a decision not to reinstate a pupil after a permanent exclusion, Nottinghamshire Local Authority will arrange, at no cost to the family, for an independent review panel to consider the Governing Board's decision.

Applications for an independent review must be made within 15 school days of parents/carers being notified of the Governing Board's decision not to reinstate the pupil. Where an Equality Act 2010 discrimination claim has been made, an application for review may be made within 15 school days of the final determination of that claim. Applications received outside these timescales will not normally be accepted.

Independent review hearings may be held remotely where this is requested by parents/carers and where this is appropriate.

6.2 Constitution of the Independent Review Panel

The independent review panel will be constituted in accordance with statutory guidance and will include appropriately trained individuals with relevant experience in education and governance. Panel members must be independent and free from any conflict of interest relating to Fernwood Primary and Nursery School, the pupil, the family or the circumstances leading to the permanent exclusion.

6.3 Matters Considered by the Panel

In carrying out its review, the panel will consider:

- The circumstances of the permanent exclusion;
- The interests and welfare of the pupil;
- The interests of other pupils and staff;
- Whether the Governing Board followed the law and relevant statutory guidance when reaching its decision;
- Any representations made by the parents/carers, pupil or school.

6.4 Advice and Representations

Parents/carers have the right to attend the review hearing, participate fully and be represented if they wish.

Where relevant, the panel will take account of advice and representations from:

- A Special Educational Needs (SEN) expert;
- A social worker;
- A Virtual School Head (VSH).

6.5 Decisions of the Independent Review Panel

Following its review, the panel may:

- Uphold the Governing Board's decision not to reinstate the pupil;
- Recommend that the Governing Board reconsider its decision; or
- Quash the decision and direct the Governing Board to reconsider its decision where it concludes that the decision was flawed when considered against the relevant legal principles.

6.6 Consideration of Evidence

New evidence may be presented, though Fernwood Nursery and Primary 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.

6.7 Notification of the Panel's Decision

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it.
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days.
- Any information that the panel has directed the governing board to place on the pupil's educational record.

7. School Registers and Removal from Roll

7.1 Removal from the Admission Register

Following a permanent exclusion, a pupil's name will be removed from the school admission register where:

- 15 school days have passed since parents/carers were notified of the Governing Board's decision not to reinstate the pupil and no application has been made for an Independent Review Panel; or

- parents/carers have confirmed in writing that they do not intend to apply for an Independent Review Panel.

Where an application for an Independent Review Panel has been made within the statutory timescale, Fernwood Primary and Nursery School will not remove the pupil's name from the admission register until the review process has concluded.

7.2 Attendance Registers During the Exclusion Process

While a pupil remains on roll at Fernwood Primary and Nursery School, attendance will continue to be recorded in accordance with the Department for Education's attendance guidance.

- Where alternative provision has been arranged and the pupil attends that provision, the appropriate attendance code will be used.
- Where a pupil is attending another school or educational establishment as part of an agreed off-site direction, the appropriate dual registration attendance code will be used.
- Where a pupil is not attending alternative provision, attendance will be recorded in accordance with current Department for Education attendance regulations.

7.3 Pupils Attending Alternative Provision or Managed Moves

- A pupil will normally be registered at only one school.
- Where a managed move is agreed, the pupil's name will be removed from Fernwood Primary and Nursery School's admission register when the move becomes permanent.
- Where a pupil attends alternative provision, Fernwood Primary and Nursery School will retain responsibility for the pupil's registration unless and until a permanent placement is agreed.

7.4 Notification to the Local Authority

Where a pupil's name is to be removed from the admission register following a permanent exclusion, Fernwood Primary and Nursery School will notify Nottinghamshire Local Authority in accordance with statutory requirements.

The notification will include:

- the pupil's full name and address;
- the name and address of each parent/carer with whom the pupil normally resides;
- emergency contact details for parents/carers;
- confirmation that the reason for removing the pupil from roll is permanent exclusion;
- details of any new school the pupil will attend, where known; and
- details of any change of address notified to the school by parents/carers.

The notification will be made as soon as the grounds for removal are met and no later than the date on which the pupil's name is removed from the admission register.

8. Successfully Reintegrating Pupils Following Suspension

At Fernwood Primary and Nursery School, we believe that every child deserves the opportunity for a positive fresh start. We are committed to ensuring that pupils returning to school following a suspension, period of off-site direction, separation for safeguarding purposes, or a cancelled suspension or permanent exclusion feel welcomed, supported and ready to succeed.

8.1 Reintegration Strategy

Following any period away from school, the Executive Headteacher or a designated senior leader will ensure that a reintegration strategy is put in place to support the pupil's successful return to full-time education and school life.

The purpose of the reintegration strategy is to:

- Re-establish positive relationships with staff and peers.
- Support the pupil to meet the school's behaviour expectations.
- Identify and address any unmet needs or barriers to learning.
- Reduce the likelihood of further suspensions, exclusions or safeguarding concerns.
- Ensure the pupil feels safe, valued and included within the school community.

Where appropriate, the school will work in partnership with parents/carers, the Local Authority, external agencies and health professionals to identify and address any unmet special educational needs, disabilities, social, emotional or mental health needs.

The reintegration strategy may include:

- Maintaining regular contact with the pupil and family during the period away from school.
- A planned and welcoming return to school.
- Additional pastoral support from a trusted adult.
- Daily check-ins with a designated member of staff.
- A personalised behaviour support plan.
- Adaptations to classroom routines and support strategies where appropriate.
- Mentoring or nurture-based support.
- Restorative conversations with staff or peers where appropriate.
- Access to external support services or specialist interventions.
- Regular review meetings with parents/carers and relevant staff.
- Consideration of any SEND, safeguarding or wellbeing needs.

The school will ensure that all staff working with the pupil are aware of any agreed support strategies and reasonable adjustments required to promote a successful return to learning.

Part-time timetables will not be used as a behaviour management strategy. Where a reduced timetable is considered necessary for another reason, it will be implemented in accordance with statutory guidance, be time-limited, regularly reviewed and agreed in partnership with parents/carers and, where appropriate, the Local Authority.

The reintegration strategy will be reviewed regularly and adapted in collaboration with the pupil, parents/carers and relevant professionals to ensure that support remains effective and responsive to the pupil's needs.

8.2 Reintegration Meetings

Before, or on the day of, a pupil's return to school, a reintegration meeting will take place.

The purpose of the meeting is to:

- Welcome the pupil back to school.
- Reinforce that the pupil remains a valued member of the Fernwood community.
- Discuss any support that may be required.
- Clarify expectations moving forward.
- Agree strategies to help the pupil succeed.

The meeting will usually involve:

- The pupil.
- Parents/carers.
- A member of the senior leadership team.
- Relevant pastoral, SEND or safeguarding staff, where appropriate.

At Fernwood Primary and Nursery School, we recognise that successful reintegration is most effective when it is built on strong partnerships with families. Parents/carers will therefore be encouraged to attend and contribute to the planning process.

Where parents/carers are unable to attend, the meeting may proceed in their absence to ensure appropriate support is in place for the pupil's return. A pupil will never be prevented from returning to school because a parent/carer is unable or unwilling to attend a reintegration meeting.

During the meeting, the pupil will be supported to reflect on what has happened, consider any lessons learned and identify the strategies that will help them be successful moving

forward. The emphasis will be on restoration, support and a positive fresh start rather than punishment.

Following the meeting, agreed actions and support arrangements will be recorded and shared with relevant staff to promote a consistent and supportive approach.

9. Monitoring arrangements

Fernwood Nursery and Primary School will collect data on the following:

- Attendance, permanent exclusions and suspensions.
- Use of pupil referral units (PRUs), off-site directions and managed moves.
- Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences.

The data will be analysed every term by a member of SLT; they will report back to the Governing Board.

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

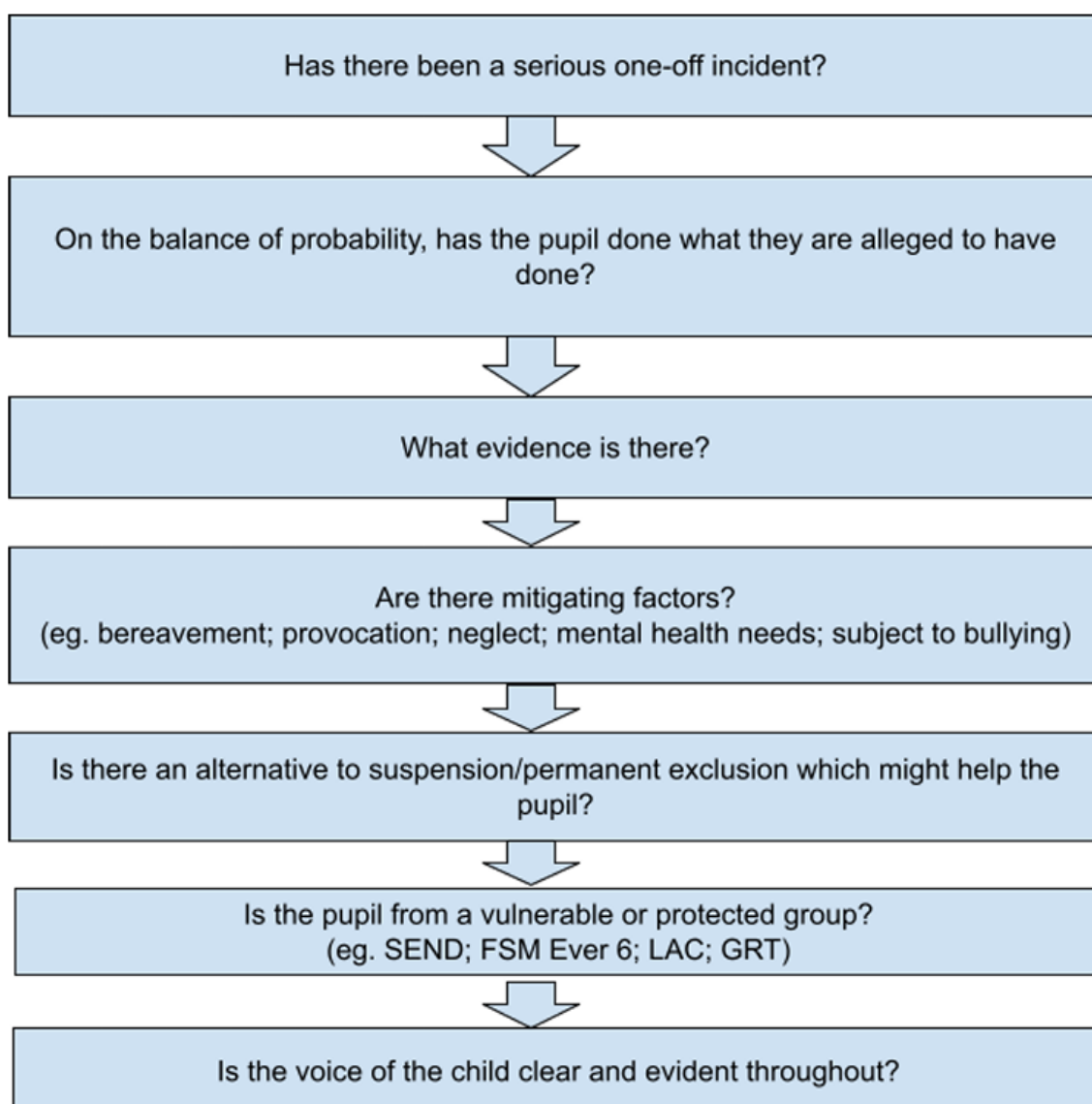
- At school level.
- By age group.
- By time of day/week/term.
- By protected characteristic.

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

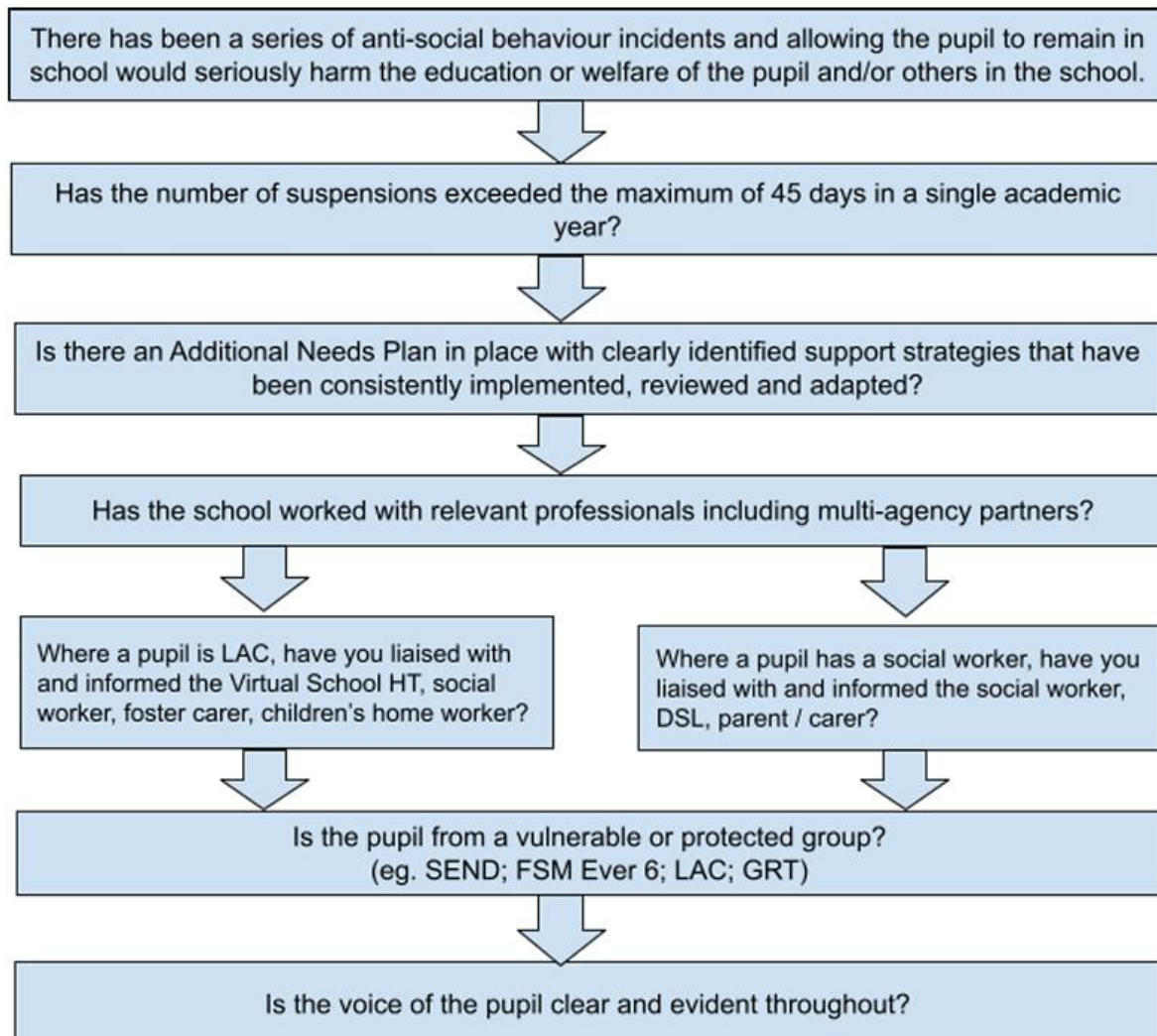
Appendices

- Appendix 1: Factors to be Considered Prior to Suspension or Permanent Exclusion for a Serious One-Off Incident
- Appendix 2: Factors to be Considered Prior to Suspension or Permanent Exclusion for Cumulative Reasons
- Appendix 3: Executive Headteacher's Checklist: Decision to Permanently Exclude a Pupil
- Appendix 4: Executive Headteacher's Checklist: Decision to Permanently Exclude a Pupil – Special Considerations

Appendix 1: Factors to be Considered Prior to Suspension or Permanent Exclusion for a Serious One-Off Incident



Appendix 2: Factors to be Considered Prior to Suspension or Permanent Exclusion for Cumulative Reasons



Appendix 3: Executive Headteacher's Checklist: Decision to Permanently Exclude a Pupil

Serious Breach of Behaviour Policy			
	Yes	No	Notes
Has there been a serious breach, or persistent breaches, of the school's Behaviour Policy?	☐	☐	
Does the pupil's continued presence seriously harm, or threaten to harm, the education or welfare of pupils, staff or others?	☐	☐	
Is the permanent exclusion being considered as a result of a serious one-off incident?	☐	☐	
Is permanent exclusion being considered as a last resort?	☐	☐	
Support and Interventions			
Have a range of support strategies and interventions been implemented and reviewed?	☐	☐	
Have alternative approaches been considered and exhausted where appropriate?	☐	☐	
Have alternatives to permanent exclusion been considered, such as restorative approaches, mediation, suspension, off-site direction, alternative provision or a managed move?	☐	☐	
SEND and Additional Needs			
Has the pupil's SEND status been considered?	☐	☐	
Is the pupil on the SEND Register?	☐	☐	
Where relevant, is there an IPP or PSP and has its impact been reviewed?	☐	☐	
Have assessments been completed to determine whether appropriate provision is in place to support the pupil's needs?	☐	☐	
For pupils receiving SEND Support, has the school's provision been reviewed with relevant professionals?	☐	☐	
Have statutory duties relating to SEND and disability been fully considered?	☐	☐	
Equality and Vulnerability			
Have any relevant protected characteristics under the Equality Act 2010 been considered?	☐	☐	
Has the school considered whether discrimination may have influenced the circumstances or decision?	☐	☐	

Have any vulnerabilities or safeguarding factors been considered?	☐	☐	
Investigation Process			
Has a thorough and fair investigation been completed?	☐	☐	
Has the Risk Reduction Plan been completed and reviewed?	☐	☐	
Has the pupil's account of events been sought and recorded?	☐	☐	
Has an appropriate advocate been offered where necessary?	☐	☐	
Have all available witness statements and evidence been considered?	☐	☐	
Mitigating Circumstances			
Have any mitigating or contributing circumstances been considered?	☐	☐	
Has consideration been given to bereavement, trauma, neglect, abuse, bullying, mental health needs or family circumstances?	☐	☐	
Has consideration been given to possible unmet SEND needs?	☐	☐	
Has consideration been given to risks associated with child exploitation or safeguarding concerns?	☐	☐	
Children with a Social Worker / Looked After Children			
Has the social worker been consulted where applicable?	☐	☐	
Has the Virtual School Head been consulted where applicable?	☐	☐	
Have safeguarding and welfare considerations been reviewed alongside the behaviour concerns?	☐	☐	
Decision-Making			
On the balance of probabilities, is it concluded that the pupil committed the alleged behaviour?	☐	☐	
Is the decision lawful, reasonable, fair and proportionate?	☐	☐	
Is the school satisfied that permanent exclusion is justified and in line with DfE statutory guidance?	☐	☐	

Appendix 4: Executive Headteacher's Checklist: Decision to Permanently Exclude a Pupil – Special Considerations

Special Consideration	✓ / X	Evidence / Notes
Could there be underlying SEND and/or Social, Emotional and Mental Health (SEMH) needs that have contributed to the behaviours leading to permanent exclusion? Has this been fully considered and investigated?		
If there are unmet additional needs, identified by the school or otherwise, could a permanent exclusion risk being unlawful under the Equality Act 2010?		
Identified SEND		
Is the pupil identified on the school's SEND Register and/or provision map?		
Have the pupil's identified needs been fully considered when making this decision?		
Have reasonable adjustments been consistently implemented, including behaviour support related to SEND?		
Has a graduated approach (Assess, Plan, Do, Review) been used and reviewed appropriately?		
Has the pupil been disadvantaged by any school policies, practices or procedures?		
Has the school engaged proactively with parents/carers throughout the process?		
Has the school sought and acted upon advice from relevant external agencies or specialists?		
Have alternatives to permanent exclusion been fully considered and documented?		
Does the pupil have an Education, Health and Care Plan (EHCP)?		
If yes, has Nottinghamshire Local Authority's SEND Team been contacted?		
If yes, has an interim review of the EHCP taken place prior to the decision to permanently exclude?		
Pupils with Social Care Involvement		
Does the pupil have an allocated social worker?		
Has the school worked with the social worker, Designated Safeguarding Lead (DSL) and parents/carers at the earliest opportunity?		
Is the pupil currently looked after by a local authority?		

Special Consideration	✓ / ✗	Evidence / Notes
Has the school worked with the Virtual School, foster carers and/or residential care staff where applicable?		
Is the pupil previously looked after?		
Where relevant, has advice been sought from the Virtual School Head (VSH)?		
Safeguarding Considerations		
Has the school had full regard to current Keeping Children Safe in Education guidance?		
Have any safeguarding concerns been identified as contributing factors to the behaviour?		
Have all relevant safeguarding records, plans and interventions been considered?		