



LIHT School exclusions, suspensions, managed moves and off-site directions Policy

Approved by	Date
LIHT Trust Leadership Group	02.07.26

Part one: Introduction

Good behaviour in schools is integral to ensuring that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school suspensions, exclusions, managed moves and off-site direction are essential behaviour management tools for Head Teachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions will not be necessary, as other strategies can be used to manage behaviour. However in some situations suspensions may be necessary, and if all approaches towards behaviour support and management have been exhausted a permanent exclusion may be used as a last resort. This is to ensure that other pupils and staff are protected from disruption and can learn in safe, calm and supportive environments.

This policy should be read alongside the individual school behaviour policies for Learning in Harmony Trust's schools. An exclusion will only be initiated where other behaviour management strategies have failed, or, in the case of a serious single incident, following a proper and procedurally fair investigation. The decision to exclude a pupil must be **lawful, reasonable, fair and proportionate**. This policy has been written in line with statutory guidance, with specific reference to:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (July 2026)

[Behaviour in Schools](#) (February 2024)

[Keeping Children Safe in Education](#) (September 2026)

[Working Together to Improve School Attendance](#) (July 2026)

[Restrictive interventions, including use of reasonable force, in schools](#) (April 2026)

Part two: Definitions - Types of Suspension and Exclusion

Internal Isolation

Internal isolation is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will often be in a different part of the school. An internal isolation is a disciplinary measure, where a pupil's behaviour is escalating and more serious measures need to be taken, but there are not yet grounds for a suspension or exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a suspension is necessary:-

LiHT's ['Use Of Restrictive Interventions, including restrictive practice in schools' Policy](#) and [statutory guidance](#) should be considered when making a decision to internally isolate a pupil.

Suspension

A fixed period exclusion (from here on referred to as a suspension), where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour management policy. During a suspension, pupils still receive their education: Head Teachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension and that appropriate full time education is in place from the sixth school day of a suspension.

The length of a suspension will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child and their peers, whilst also mindful of the need to reinforce the rules and expectations of the school in a clear and consistent way. A suspension should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A lunchtime suspension counts as a **half school day**. All statutory requirements (including notifying parents, the LA, and recording in the register) apply. Lunchtime suspensions must only be used where proportionate, and alternative arrangements (such as supervised lunch provision) should be considered first.

Permanent Exclusion

A permanent exclusion is when a child is no longer allowed to attend school (unless they are reinstated).

A pupil may only be permanently excluded for the following reasons:

- a single 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 in the school (staff, pupils, volunteers and visitors).

Any suspension or exclusion will be the decision of the Head Teacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident) and a member of the Education Executive. The civil standard of proof must be applied, i.e 'on the balance of probabilities', rather than the legal standard of 'beyond reasonable doubt'.

The physical and emotional health of our children and staff is our primary concern, and we therefore accept that in some serious situations permanent exclusion may be necessary if all other strategies have been exhausted.

Separation of Pupils for Safeguarding Purposes

A school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, the local authority must arrange education for the pupil if the school itself or the pupil's parent does not do so. This is not an exclusion on disciplinary grounds and should only be used in rare circumstances when separating pupils is essential and cannot practicably be done in a way that lets one or more pupils remain on school premises. Parents and the Governing Body should be informed, and guidance taken from other agencies such as Social Care and the Police.

Equal Opportunities

The Learning in Harmony Trust recognises that it is unlawful to exclude a pupil based on their gender, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. The Trust monitors suspension and exclusion data by pupil group (e.g. SEND, gender, ethnicity, disadvantage, looked after) to ensure sanctions are not being applied disproportionately.

Part three: What happens when a pupil's behaviour is becoming a concern?

Persistent or cumulative problems

Internal isolation and suspension may be used in response to persistent poor behaviour which breaches school rules and policies. A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

Where suspensions are becoming a regular occurrence for a pupil, the school should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. Additional strategies could include joint action plans (e.g. behaviour support plan), behaviour interventions with pastoral staff, target setting, home/school communication book etc. Referrals may also be made to external agencies who may be able to support the pupil, family or school.

Consideration should be given to unidentified SEND needs that may be contributing to the behaviour e.g. difficulties with accessing the learning, sensory needs.

Behaviour outside of school

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. The school behaviour policy describes how the school will respond to poor behaviour and bullying which occurs off the school premises or online, and where appropriate this could include suspension or permanent exclusion.

Safeguarding considerations

A suspension or exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child during the school day, the child's welfare is the priority. In this situation, depending on the reason for the suspension or exclusion, the school may consider an internal isolation until the end of the day, implementing the original suspension or exclusion decision from the time the child is collected from school, or, in more serious circumstances, the school may contact Social Care and/or the Police to safely take the pupil off site.

If a behavioural incident also involves safeguarding issues, the school must have regard to Keeping Children Safe in Education, particularly Part 5 (child-on-child sexual violence and sexual harassment). The Designated Safeguarding Lead should take a leading role in any decisions relating to a suspension or permanent exclusion, or the pupil's reintegration, seeking the support of other agencies, and undertaking risk assessments as appropriate. This includes any decisions to temporarily forbid a pupil to attend the premises for safeguarding reasons

Pupils with Special Educational Needs and Disabilities (SEND)

The school must take account of SEND when considering whether or not to suspend or exclude a pupil. The Head Teacher should ensure that reasonable steps, in line with the Disability Discrimination Act have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

If a pupil has an EHCP, contact should be made with the Local Authority who issue the EHCP about behavioural concerns, and consideration should be given to requesting an early annual review, prior to any decision to suspend or permanently exclude.

Evidence of early intervention or multi-disciplinary input being called upon to demonstrate that permanent exclusion is a last resort is essential for pupils with additional needs.

Other Vulnerable Pupils

Where a pupil has a social worker, e.g. because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the Head Teacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's Virtual School Head Teacher (VSH) as soon as possible and consider whether an interim PEP review is needed. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan. This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion. Monitoring of PEPs can be an effective way for VSHs to check on this.

Part four: What process is followed when a pupil is suspended or excluded?

Making the decision to **suspend** a pupil

If the Head Teacher is considering suspending a pupil, before making that decision, he/she will:

- have a discussion with a member of the Education Executive to ensure the suspension is lawful, reasonable, fair and proportionate.
- ensure that there is sufficient recorded evidence to support the decision (the suspension and exclusion checklist may be used for this purpose) and evidence that alternative options were considered;
- ensure that the pupil has an opportunity to discuss the allegation or incident with the senior staff member appointed to investigate the situation, with support to express their views as appropriate e.g. a familiar adult present, use of Augmented Alternative Communication;
- consider any contributing factors (see Behaviour in Schools page 16) or provocation;
- ensure that the record of suspensions is reviewed so that the school is aware if the pupil will trigger the 45 days of suspension rule and become permanently excluded;

If the Head Teacher decides to suspend a pupil, he/she will:

- explain the decision to the pupil appropriately, if the pupil is in a state of mind to listen to the decision;
- contact the parents by telephone **at the earliest opportunity**, explain the decision and ask that the child be collected (if the parents cannot collect their child until the end of the day, an internal isolation should be considered ahead of the suspension);
- notify the LA regardless of the length of the suspension **without delay**;
- send a letter to the parents, **without delay**, confirming the reasons ¹ for the suspension, the length of the suspension and details of the reintegration meeting as well as up-to-date links to sources of impartial advice e.g. SENDIASS, Coram's Child Law Service and information on the right to appeal to the governors ²;
- ensure that any social workers or the Virtual School Head are advised if the child is in receipt of these services, **without delay**;
- ensure that appropriate work is set and that arrangements are in place for it to be returned and marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and the pupil on his/her return to be conducted by a suitable senior member of staff (pupils must not be prevented from returning to class if parents cannot attend a reintegration meeting);
- ensure accurate recording of the suspension on the register, Arbor suspensions log, behaviour records and any Local Authority reporting systems (recording of suspensions should mirror the register, for example, a pupil suspended in the morning and missing afternoon registration is recorded as a half day suspension);
- from the **sixth school day** of any suspension the school **arrange suitable full-time education**; and
- consider if it is necessary to inform the governing body in advance of the next Leadership Report to the LGB (see below)

The Suspension and Exclusion Checklist and Record in Appendix 1 may be completed for any decision to suspend a pupil to support record keeping.

Making the decision to permanently exclude a pupil

If the Head Teacher is considering permanently excluding a pupil, before making that decision he/she will:

- have a discussion with the CEO or Deputy CEO to ensure the exclusion is lawful, reasonable, fair and proportionate.
- ensure that there is sufficient recorded evidence to support the decision by appointing a senior leader to investigate the incident and considering all evidence available, (the suspension and exclusion checklist may be used for this purpose) and evidence that alternative options were considered;
- ensure that the pupil has an opportunity to discuss the allegation or incident with the senior staff member appointed to investigate the situation, with support to express their views as appropriate e.g. a familiar adult present, use of Augmented Alternative Communication;
- consider any contributing factors (see Behaviour in Schools page 16) or provocation;

If the Head Teacher decides to permanently exclude a pupil, he/she will

- **Must:** inform the parents, Local Governing Body and Local Authority, and where appropriate the pupil's social worker and/or Virtual School Head, **without delay**, clearly setting out all reasons,¹ for the exclusion;
- provide up-to-date links to sources of impartial advice for parents e.g. SENDIASS, Coram's Child Law Service and information on the right to appeal to the governors²;
- ensure that the pupil receives work for the first five days of the permanent exclusion (from Day 6 it is the responsibility of the Local Authority where the child lives to arrange education);
- ensure that the exclusion is reported to governors and the Education Executive without delay, and to the Trustees at the next Trustee Board meeting; and
- ensure that the Clerk to the governing body is made aware of any request to appeal the permanent exclusion.

The Local Authority has a duty to record all suspensions and permanent exclusions, and as such, the Head Teacher must ensure that local reporting procedures are followed.

¹ This should include any previous behaviour incidents that they have taken into consideration in arriving at the decision to suspend or permanently exclude.

² The local governing board of the school is notified, and will be invited to form any subsequent panels required under this procedure, however the Trust reserves the right to use any governor from any local governing body of a LiHT school to form the panel in order to expedite the process as necessary.

Cancelling exclusions

The Head Teacher has the right to withdraw, or cancel, an exclusion that has not yet been reviewed by the governing body. If the Head Teacher withdraws (cancels) an exclusion before the governing body has met to consider reinstatement, they **must without delay** notify in writing: the parents; local governing body; local authority; and where appropriate the pupil's social worker and/or Virtual School Head. The notification must include the reason for the cancellation. Parents should be offered a meeting to discuss the cancellation. Any days spent out of school before cancellation still count towards the statutory 45-day limit.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Notifying those within the governance structure

The Head Teacher must, without delay, notify the Education Executive and Local Governing Body of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension which would result in the pupil being suspended for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension which would result in the pupil missing a public examination or national curriculum test.
- Any pupil who is forbidden from attending school temporarily for safeguarding reasons

The Trustee Board will receive notification of any incidences of the above via the Schools' Dashboard at its next meeting.

The Governing Board will routinely review and scrutinise information relating to pupil movement to ensure that all decisions are lawful, appropriate and in the best interests of pupils.

As part of its oversight responsibilities, the Governing Board will monitor and evaluate patterns of pupil movement, including permanent exclusions, suspensions, removals from the admission register, off-site direction to alternative provision, managed moves, and any other arrangements that result in pupils being educated away from the school site, including separation arrangements made for safeguarding purposes.

The Governing Board will seek assurance that such decisions are only taken when necessary, proportionate and as a last resort, following consideration of all appropriate support and intervention strategies. Governors will challenge school leaders where necessary to understand the reasons for pupil movement, the characteristics of pupils affected, and any emerging trends or patterns that may require further investigation or action.

The Governing Board will also consider the educational, safeguarding and financial implications of off-site educational provision and alternative provision placements, including the timing, frequency

and reasons for such arrangements, to ensure that they remain appropriate and effective.

The governing body's duty to consider an excluded pupil's reinstatement

Permanent exclusion or where a total number of days is greater than 15 in a term.

A panel of governors³ from within the Trust's governance structure must consider and decide on the reinstatement of a suspended or permanently excluded pupil **within 15 school days** of receiving notice of a suspension or permanent exclusion from the Head Teacher if:

- it is a permanent exclusion;
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- it would result in the pupil missing a public examination or national curriculum test.

Suspensions of more than five days but less than 15 in a term

If a suspension would result in a pupil being excluded for more than five but no more than 15 days in a term **and** the parents make representations, then a panel of governors must meet within 50 school days of receiving the notice of suspension and decide whether the suspended pupil should be reinstated. In the absence of any representations the panel of governors is not required to meet and cannot direct the reinstatement of the pupil.

Public examinations or national curriculum tests

Where a suspension or permanent exclusion would result in a pupil missing a public examination or national curriculum test, there is a further requirement for a panel of governors. It must, so far as is reasonably practicable, consider and decide on the suspension or permanent exclusion before the date of the examination or test.

Suspensions less, or no more than, five days in a term

In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in a term, a panel of governors must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

Panel Meetings

The following parties must be invited to a meeting of a panel of governors and allowed to make representations or share information:

- parents (and, where requested, one or more representatives or friends, having regard to a reasonable limit on numbers attending the meeting);
- the pupil if they are 18 years or older;
- the Head Teacher;
- the child's social worker if the pupil has one; and
- the VSH if the child is looked after.

Social workers can provide important information and act as a voice for the pupil that helps the governing board understand the experiences of a pupil and their welfare.

³ The Learning in Harmony Scheme of delegation outlines that the panel that discharges this duty can be formed of any trust governor or trustee.

Meetings should be in person. Parents (if the pupil is under 18) or excluded pupils (if they are aged 18 years or older) can request a meeting to be held via the use of **remote access** but this should not be a default option. Governing bodies must hold the meeting via the use of remote access, if the request has been made correctly, and there are no safeguarding or technology issues that would prevent this.

If there are technological or internet network issues, during a meeting held via the use of remote access which compromises the ability for participants to be seen or heard or prevents the meeting from being held fairly and transparently and it is not reasonably practicable to resolve, a face to face meeting must be arranged by the governing board or arranging authority, despite the parent's request. This should be done without delay.

Where legally required to consider reinstating a suspended or permanently excluded pupil, the panel of governors must notify parents, the Head Teacher, and where relevant, the local authority, the pupil's social worker and/or the VSH of its decision, and the reasons for it, in writing and without delay. Where the pupil resides in a different Local Authority from the one in which the school is located, the panel of governors must also inform the pupil's home authority.

In the case of a permanent exclusion where the panel of governors decides not to reinstate the pupil, the panel must write a notification letter to the parents and provide notice of the parents right to have the decision reviewed by an Independent Review Panel. The letter must contain all of the information outlined in section 132 of the statutory guidance.

Learning in Harmony Trust Governors involved in exclusion panels should refer to the LiHT's protocol for 'Governing Bodies - Exclusions and Suspensions Sept 2024' available on the LiHT policy and governance hubs'.

Procedure for appeal against a permanent exclusion

If parents wish to appeal the decision to permanently exclude their child, the notification letter provided will provide information on the Independent Review Panel (IRP) process. Notification must be made by the parents within 15 working days of the notice from the panel of governors of the decision not to reverse the permanent exclusion.

Independent Review Panel Stage

An IRP can make the following binding decisions:

- review the decision not to reinstate and uphold the decision of the panel of governors
- quash the panel's decision and direct that the panel of governors reconsiders reinstatement
- recommend that the panel of governors reconsiders reinstatement.

A summary of the governing board's duties to consider reinstatement⁶²⁶³⁶⁴

Conditions of exclusion

Governing board duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous exclusions, will take the pupil's total number of days out of school above 15 for a term. This includes suspensions that total 15.5 days
- It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test*

↓ Yes

The governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion.⁶³⁶²

*If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.⁶⁴⁶⁴

↓ No

Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

↓ No

Yes

The governing board must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

Has the parent made representations?

↓ Yes

The governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

↓ No

The governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.

Part five: What happens during and after a suspension?

Provision of school work for a suspended pupil

It is important that during a suspension, pupils still receive their education. The Head Teacher should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension or exclusion. This can include utilising any online pathways.

Whilst the statutory duty is to arrange full-time education from the sixth school day of a suspension there is an obvious benefit to the pupil in starting this provision as soon as possible. In the case of a looked-after child or child with a social worker, the school and the Local Authority should work together to arrange alternative provision from the first day following the suspension or permanent exclusion.

From the sixth school day of any suspension, the school must arrange suitable full-time education. This may be provided at:

- another local school
- a Pupil Referral Unit (PRU)
- an approved alternative provision provider

The provision must be full-time, appropriate to the pupil's age, ability and needs, and regularly monitored for quality and safeguarding purposes.

Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods.

Re-integration prior to return from a suspension, cancelled exclusion or separation for safeguarding purposes

On return from a suspension (or a cancelled exclusion), the school will hold a reintegration meeting with the pupil and their parents where possible. This meeting will:

- communicate that the pupil is valued and welcomed back;
- review the reasons for the suspension and set strategies for improvement;
- offer support and, if appropriate, targeted interventions to the pupil and family as appropriate.

NB: Pupils must not be prevented from returning to class if parents cannot attend a reintegration meeting.

Part six: What other arrangements can be made as an alternative to suspension or permanent exclusion?

Off-site direction

Off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. A governing board is responsible for arranging off-site direction under the law. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision, or another mainstream school. During the off-site direction to another school, the pupil must be recorded in the attendance register as code D.

Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction.

Making the decision to give an off-site direction

If the Head Teacher decides to direct a pupil off-site he/she will:

- ensure that there is sufficient recorded evidence to support the decision and that appropriate intervention to support the pupil has already been carried out, including, where relevant, multi-agency support or any statutory assessments
- ensure that parents and the Local Authority(if the pupil has an EHCP) are notified in writing and provided with the required information about the placement as soon as practicable after the direction has been made, and no later than two school days before the relevant day ;
- ensure that all relevant information is shared with the new school before the off-site direction starts;
- ensure that the pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed
- ensure that review meetings are held by representatives of the governance structure of the Learning in Harmony Trust, and are planned for at such intervals as necessary during the off-site direction;
- ensure that parents and the Local Authority (for pupils with an EHCP) and all other relevant agencies receive invitations at least six days prior to any review meeting;
- ensure that the governance review panel provides an outcome within 6 days of each review meeting on the decisions made at the review;
- ensure that the pupil is supported with reintegration should the off-site direction be terminated.

As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school).

Procedure for convening meetings to review Off-Site Directions

A panel of three members from within the Learning in Harmony Trust governance structure will be convened within 15 days of the request for a review meeting. At least six days notice will be provided to the parents of the pupil and the Local Authority. The panel will hear information from the school and the alternative provision (AP) about the progress that the pupil is making and consider the recommendations of the school and the AP about the continuing suitability of the off-site direction. The parent and the Local Authority may also make representations to the panel. The parent may be supported by an external party at the review meeting. The panel will provide a written outcome of its decision within six days of the review meeting. This letter will outline whether the off-site direction should continue to be in place and for what length of time, when it will next be reviewed, or that the placement has served its purpose and the date that it will end. There is no right of appeal outlined in the government guidance.

Managed moves

Following appropriate interventions, including (where appropriate) multi-agency support and statutory assessments, a managed move may be offered as part of a planned intervention. This should be agreed by all parties, including parents and the admission authority of the new school.

A managed move is a permanent move and cannot be offered as a trial.

Where a pupil has an EHC plan the relevant statutory processes must be followed. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will need to follow processes for amending the plan.

Parents should not be pressured into agreeing to a managed move, this would be deemed off-rolling. A pupil must not be suspended or permanently excluded because of their parent's refusal to agree to a managed move.

Off-rolling and removal from the school for other reasons

The Head Teacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate risk to the health and safety of other pupils and staff, for example because of a confirmed illness. This is not an exclusion and should be for the shortest possible time. Schools may use Public Health Exclusion Periods in Children and Young People's Settings to inform this decision making.

A pupil cannot be 'sent home' to calm down or regulate, or for other reasons, including poor behaviour. An informal or unofficial exclusion, such as sending a pupil home 'to cool off', is unlawful when it does not follow the formal school exclusion process, regardless of whether it occurs with the agreement of parents. This is a form of off-rolling.

Further examples of off-rolling include:

- Exercising undue influence over a parent to remove their child from the school under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or to find another school place
- Moving a pupil to off-site AP where that is not in the best interests of that pupil
- Placing a pupil on a part-time timetable for behavioural reasons

- Intentionally removing a pupil from the school roll without correctly following regulations

Part seven: Monitoring

Local Governing Bodies and Trustees will monitor

- suspensions
- permanent exclusions
- those attending education off-site, including off-site directions
- managed moves
- safeguarding separations

and consider SEND, disadvantage, LAC and any other protected characteristic groups

Appendix 1

Suspension and Exclusion Checklist Record (Audit trail)

Pupil Name	
Date	
Type of exclusion	Internal isolation/ suspension from school / Permanent exclusion
If suspension or internal - what is the proposed period?	
The LA must be informed regardless of the length of the exclusion, without delay	
Total number of fixed term exclusion days to date (exceed 45 in an academic year converts to a permanent exclusion)	
Pupil voice requirement met? Has the incident been investigated with all parties in a sensitive and fair way?	
What other factors could have contributed to the pupils behaviour and have these been sufficiently taken into account? (SEND, bereavement, bullying etc)	
Where a pupil is showing persistent poor behaviour, or is not responding to low level sanctions: - Have behaviour trigger points been reviewed with key staff prior to this incident? - Have the pupil's parents been engaged in behaviour discussions prior to this point? - Has any external support or assessment been requested? - Is there an audit trail of support plans in place?	
File notes: What happened? Is there a record of all exclusion reasons, providing sufficient detail and evidence of robust assessment of the exclusion decision: - A serious breach of the behaviour policy? - Persistent breaches of the behaviour policy? - Remaining in school would seriously harm the education or welfare of	

others in the school (including staff, pupils, volunteers and visitors)	
Is the decision to exclude the pupil lawful, reasonable, fair and proportionate?	
Was the parent informed of the decision immediately? Was the formal letter prepared and issued without delay?	