



Suspension and permanent exclusion policy

Primary and Secondary Academies

September 2024

1. Scope and aims

1.1. The aim of this policy is **to provide an overview** of the practices which inform our academy's use of suspension or exclusion as a sanction. It is based upon statutory guidance from the DfE entitled Suspension and permanent exclusion form maintained schools, academies and pupil referral units in England, including pupil movement to which we defer. www.gov.uk/government/publications/school-exclusion

1.2. We aim to: -

- ensure that the exclusions process is applied fairly and consistently
- help governors, staff, parents and pupils understand the exclusions process
- ensure that pupils in school are safe and happy
- prevent pupils from becoming NEET (not in education, employment or training)
- ensure all suspensions and permanent exclusions are carried out lawfully

1.3. We are aware that “off rolling” is unlawful. Off-rolling is defined as “The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil”

1.4. We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school: -

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

1.5. This policy links with our [Anti bullying policy](#), [Searching and confiscation policy](#), [Behaviour policy](#) and our [SEND Policy and information report](#) all of which can be found on the policy page of our school website.

2. Definitions

2.1. Suspension

This is when a pupil is removed from the school for a fixed period (previously referred to as a 'fixed-term exclusion'.)

2.2. Permanent exclusion

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

2.3. Off-site direction

This is when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behavior.

2.4. Parent

Any person who has parental responsibility and any person who has care of the child

2.5. Managed move

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

3. Suspension and permanent exclusion rationale

3.1. Suspensions and permanent exclusions are used when: -

- other strategies and sanctions have not been effective over time
- when there has been repeated or a single clear and serious breach of our **behaviour policy**
- where allowing a 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

3.2. A serious offence could, by itself, justify a pupil's exclusion and there may be other situations where the Head teacher makes the decision that exclusion is an appropriate sanction. This may include, but is not limited to, an aspect of any of the following: -

- actions which bring an academy into disrepute (The behavior of a pupil outside school can be considered grounds for an exclusion).
- carrying an offensive weapon (used, made or adapted for causing injury) or banned item

- carrying, supply or misuse of illegal drugs or other substances
 - damage to property (including arson)
 - endangering the health and safety of others
 - persistent poor behaviour contrary to our behaviour policy (including disruption to lessons and disrespect to adults)
 - physical assault or verbal abuse towards an adult or child (including bullying; racist abuse; abuse against sexual orientation or gender reassignment; abuse relating to disability)
 - serious actual or threatened violence against another pupil or member of staff
 - theft
 - unacceptable behaviour for which intervention and support has not been successful in modifying over time
- 3.3. Should a serious incident occur in the absence of the Head teacher, the matter may be referred to the Chief Executive Officer so that they may make a decision.
- 3.4. A pupil may be suspended for one or more fixed periods up to, when aggregated, a total of 45 school days in any one academic year (lunchtime exclusions are counted as one half day) or permanently excluded. For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, holiday, INSET or staff training days do not count as a school day,
- 3.5. The academy will not 'extend' a suspension. Instead a further, but separate, suspension may be issued to run concurrently.
- 3.6. The academy will not convert a suspension into a permanent exclusion. Instead a separate permanent exclusion will be issued
- 3.7. If a pupil is excluded for either an additional fixed period or subsequently permanently excluded, the Head teacher will inform parents without delay and issue a new exclusion notice to parents

4. Role of the head teacher

Deciding whether to suspend or exclude

- 4.1. Only the head teacher (or acting head teacher) can suspend or permanently exclude a pupil on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The head teacher will only use permanent exclusion as a last resort.
- 4.2. A decision to suspend or exclude a pupil will be taken only :-
 - in response to serious or persistent breaches of the school's behaviour policy, and
 - if allowing the pupil to remain in school would seriously harm the education or welfare of others
- 4.3. Before deciding whether to suspend or exclude a pupil, the headteacher will: -
 - consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
 - allow the pupil to give their version of events
 - consider whether the pupil has special educational needs (SEND)
 - consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
 - consider whether all alternative solutions have been explored, such as off-site direction or managed moves
- 4.4. The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.
- 4.5. Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.
- 4.6. The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

Informing parents

- 4.7. If a pupil is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

4.8. If the headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

4.9. The parents will also be provided with the following information in writing, without delay:

- the reason(s) for the suspension or exclusion
- the length of the suspension or, for a permanent exclusion, the fact that it is permanent
- information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- parent's (or the excluded pupil if they are aged ≥ 18) right to make a request to hold the meeting via the use of remote access
- how any representations should be made
- where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the excluded pupil if they are aged ≥ 18) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend.

4.10. The headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that: -

- for the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

4.11. If alternative provision is being arranged, the following information will be included, if possible: -

- the start date for any provision of full-time education that has been arranged
- the start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- the address at which the provision will take place
- any information the pupil needs in order to identify the person they should report to on the first day

4.12. If the headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Informing governors

4.13. The head teacher will, without delay, notify the governing board and the Chief Executive Officer of: -

- any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

4.14. The headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the local authority

4.15. The head teacher will, without delay, notify the local authority of all suspensions and permanent exclusions, regardless of the length of a suspension.

4.16. 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

4.17. 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.

Informing the pupil's social worker and / or the virtual school head

- 4.18. If a pupil with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform the social worker as early as possible
- 4.19. If a pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the headteacher will inform the virtual school head as early as possible
- 4.20. This is in order to work together in considering what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve it.
- 4.21. If the headteacher decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the virtual school head, as appropriate, without delay, that: -
- they have decided to suspend or permanently exclude the pupil
 - the reason(s) for the decision
 - the length of the suspension or, for a permanent exclusion, the fact that it is permanent
 - the suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- 4.22. The social worker / virtual school head will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and / or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling exclusions

- 4.23. The headteacher may cancel any exclusion that has already begun (or not yet begun), but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation: -
- the parents, governing board and local authority will be notified without delay (and where relevant, any social worker and the virtual school head will also be notified without delay)
 - the governing body will no longer need to meet to consider reinstatement (by virtue of the cancellation)

- parents (or where a pupil is aged ≥ 18) will be offered the opportunity to meet with the head teacher to discuss the circumstances which led to the cancellation without delay.
- the headteacher will report to the governing board once per term on the number of any cancellations
- the pupil will be allowed back in to the school
- any excluded days spent out of school prior to the cancellation will count towards the maximum of 45 excluded school days permitted in any school year.

4.24. 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.

Providing education during the first 5 days of a suspensions or permanent exclusions

4.25. During the first 5 days of a suspension, if the pupil is not attending alternative provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

4.26. If the pupil is looked after or if they have a social worker, the school will work with the local authority to arrange alternate provision from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

5. Role of the governing body

Considering suspensions and permanent exclusions

5.1. Responsibilities regarding exclusions are delegated to a panel of no more than three governors. A co-opted governor will lead and governors from other academies within the Trust may be asked to help form this panel to ensure independence. The Trust's central governance team will assist the school form this panel.

5.2. The panel has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

- 5.3. Within 14 days of receiving a request, the governing board will, liaising with the Trust's Chief Executive Officer, provide the secretary of state insert with information about any suspensions or exclusions within the last 12 months.
- 5.4. For any suspension of more than 5 school days, the governing board will ensure the academy has secured suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension (although this is not required for secondary school pupils in their final year of compulsory education who do not have any further public exams to sit.)

Assessing when to convene a governor panel

- 5.5. A panel of governors will be convened to consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if: -
 - the exclusion is permanent; or
 - it is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 (including suspensions that exceed 15 school days by less than a whole day) in a term; or
 - it would result in a pupil missing a public examination or national curriculum test
- 5.6. Where the pupil has been suspended for more than 5 but not more than 15 school days in a single term and if the parents make representations to the governors, a panel of governors will consider the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations a panel is not required to meet and it cannot direct the head teacher to reinstate the pupil.
- 5.7. Where the pupil has been suspended and the suspension does not bring the pupil's total number of days suspension to more than 5 in a term, the panel of governors will consider any parental representations presented to them but there is no requirement to meet with the parents nor does a panel have any power to decide whether to reinstate a pupil.
- 5.8. Where the suspension or permanent exclusion would result in a pupil missing a public examination or national curriculum test, the panel of governors must make reasonable efforts to consider the reinstatement of the pupil before the date of the examination or test.

When a panel of governors is required

Organising the panel

- 5.9. Where a panel of governors is required, the head teacher should notify the Trust's central governance team who will assist the academy by independently approaching governors to establish both their availability and suitability.
- 5.10. Where parents have indicated they will attend, the head teacher must ensure their availability is communicated to the Trust's central governance team.
- 5.11. Once the appropriate governors have been identified, details will be passed back to the academy who will make all meeting arrangements.
- 5.12. The school should ensure that a professional clerk take minutes of the meeting
- 5.13. All reasonable efforts will be made to arrange the meeting within statutory time limits and a time convenient to all relevant parties however any decisions will not be invalid simply on the grounds that it was not made within these time limits
- 5.14. If received, to consider any request to hold the meeting by remote access. This should never be the default option and only if the governing body are satisfied that the meeting is capable of being held fairly and transparently in line with the request.

Attendees

- 5.15. The following parties will be invited to a meeting of the panel and allowed to make representations or share information: -
- parents (and, where requested, a representative or friend)
 - the pupil, if they are aged ≥ 18
 - head teacher
 - the pupil's social worker (if they have one)
 - the virtual school head (if the pupil is a looked after child)
- 5.16. Taking into account, the pupil's age and understanding, the pupil or their parents should also be made aware of their right to attend and participate in governing board meetings and the pupil should be enabled to make a representation on their own behalf if they wish to do so.

Panel decisions

5.17. The panel of governors can either: -

- decline to reinstate the pupil, or
- direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the panel has no power to do so as outlined in the sections above)

5.18. In reaching their decision the panel of governors will consider: -

- whether the decision to suspend or permanently exclude was lawful, reasonable, procedurally fair
- whether the head teacher followed their legal duties
- the welfare and safeguarding of the pupil and their peers
- any evidence that was presented to the governing board

5.19. The panel will decide whether or not a fact is true 'on the balance of probability' (i.e. whether it is more likely that it did happen than did not).

5.20. The minutes and a record of any documents or evidence considered will be kept.

5.21. The outcome will be recorded on the pupil's educational record along with any relevant papers

5.22. The panel of governors will, in writing and without the delay, notify the following of its decision and explain clearly the reasons for it: -

- parents (or the excluded pupil if they are aged ≥ 18)
- head teacher
- the local authority (and the pupil's home authority if it differs)
- the pupil's social worker (if they have one)
- the virtual school head (if the pupil is a looked after child)

5.23. Where an exclusion is permanent and the panel of governors has decided *not* to reinstate the pupil, the notification of the decision must also include the following: -

- the fact that it is permanent

- notice of parent's right to ask for the decision to be reviewed by an independent review panel (IRP)
- the date by which an application for an independent review must be made (which is 15 school days from the date on which notice in writing of the panel's decision is *given* to parents)
- the name and address to whom an application for a review (and any written evidence) should be submitted
- that a request to hold the meeting via the use of remote access can be made (and to whom)
- that any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's special educational needs and disabilities (SEND) are considered to be relevant to the permanent exclusion
- that, regardless of whether the excluded pupil has any recognised SEND, parents have a right to require the academy trust to appoint a SEND expert to attend the review
- details of the role of the SEND expert and confirmation that there will be no cost to parents for this appointment
- that parents must make clear if they wish for a SEND expert to be appointed in any application for a review
- that parents may, at their own expense, appoint someone to make written and / or oral representations to the review panel
- that parents may also bring a friend to the review
- that if parents believe that the exclusion has occurred as a result of unlawful discrimination, they may make a claim under the [Equality Act 2010](#) to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.
- Sources of any free and impartial information and advice to help them make an informed decision on whether, and if so how to seek a review of the decision

6. An independent review

- 6.1. If parents do apply for an independent review, the academy will arrange for a fully independent panel to review the decision of the governors not to reinstate a permanently excluded pupil.
- 6.2. Applications for an independent review must be made within 15 school days of notice being given to the parents by the governors' panel of its decision to not reinstate a pupil (or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.)
- 6.3. A panel of either 3 or 5 members will be constituted with representatives from each of the three categories below. Where a 5-member panel is constituted, two will come from category 2 and two will come from category 3)
 - **Category 1**
An independent / lay member to chair the panel who has not worked in any school in a paid capacity (disregarding any experience as a school governor or volunteer)
 - **Category 2**
Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years (provided they have not been teachers or head teachers during this time)
 - **Category 3**
Head teachers or individuals who have been a head teacher within the last 5 years
- 6.4. A person may not serve as a member of the review panel if they: -
 - are a member or director of the academy Trust or governor of the excluding academy.
 - are the head teacher of the excluding academy or have held this position in the last 5 years.
 - are an employee of the academy Trust or a governor of the excluding academy (unless they are employed as a head teacher at another school)
 - have, or at any time have had, any connection with the academy Trust, school, governors, parents, pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality

- have not had the required training within the last 2 years as per the DfE's guidance entitled [Suspension and permanent exclusion form maintained schools, academies and pupil referral units in England, including pupil movement](#)
- 6.5. A professional clerk will be appointed to the panel.
- 6.6. The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.
- 6.7. Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.
- 6.8. Where a SEND expert is present, the panel must seek and have regard to the SEND expert's view of how SEND may be relevant to the pupil's permanent exclusion.
- 6.9. Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and / or welfare may be relevant to the pupil's permanent exclusion.
- 6.10. Where a virtual school head is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.
- 6.11. Following its review, the independent panel will decide one of the following: -
- uphold the school governors panel decision
 - recommend that the governors reconsider reinstatement
 - quash the governors' decision and direct that they reconsider reinstatement (only if it judges that their decisions was flawed)
- 6.12. New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.
- 6.13. 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.

6.14. 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.

6.15. The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

6.16. The independent review panel's decision and recommendations will be communicated to the academy, the parents and any relevant parties and the parents 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

7.1. A pupil's name will be removed from the school admission register if: -

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel; or
- the parents have stated in writing that they will not be applying for an independent review panel

7.2. Where an application for an independent review has been made, the governors will wait for the conclusion of that review before removing a pupil from or updating the register with the appropriate code. (i.e. where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register and where excluded pupils are not attending alternative provision, code E (absent) will be used.)

Making a return to the local authority

7.3. Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the local authority and this will include: -

- pupil's full name full name and address of any parent with whom the pupil normally resides
- at least one telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency the grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

7.4. This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

8. Returning from a suspension

Reintegration strategy

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

8.2. Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

8.3. The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life: -

- maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- daily contact in school with a designated pastoral professional
- mentoring by a trusted adult

- regular reviews with the pupil and parents to monitor progress being made and raise and address any concerns at an early stage
 - informing the pupil, parents and staff of potential external support
- 8.4. Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.
- 8.5. The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Reintegration meetings

- 8.6. The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school.
- 8.7. The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting
- 8.8. The meeting can proceed without the parents in the event that they cannot or do not attend.
- 8.9. The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

9. Monitoring arrangements

- 9.1. The school will collect statistical data on attendance, suspensions and permanent exclusions at school level, by age group time of day / week / term and protected characteristics to assess it is meeting its duties under the Equality Act 2010 both at individual school level and across the Trust where comparable information is available.
- 9.2. This allows governors and Trustees to evaluate and consider: -
- how effectively and consistently the school's behaviour policy is being implemented
 - the school register and absence codes
 - instances where pupils receive repeat suspensions
 - interventions in place to support pupils at risk of suspension or permanent exclusion

- any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- the characteristics of suspended and permanently excluded pupils, and why this is taking place
- whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- the cost implications of directing pupils off-site

10. Role of the local authority

- 10.1. For permanent exclusions, the local authority will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.
- 10.2. For pupils who are LAC or have social workers, the local authority and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.