Bright Futures
EDUCATIONAL TRUST
The best *for* everyone, the best *from* everyone

BRIGHT FUTURES SUSPENSION AND PERMANENT EXCLUSIONS POLICY

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Owner of Policy:	**Sarah Schollar, Director of Education**
Authorised By:	**Executive Team**
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Trust Vision and Mission

Bright Futures Educational Trust is committed to our vision: 'The best for everyone, the best from everyone'.

Everything that we do is underpinned by our values of leadership, integrity, passion, community, equality and resilience.

What is the policy for?

This policy is to support leaders who are considering suspensions or permanent exclusions.

Who is the policy for?

Trust Leaders, Senior Leaders, Governors, parents and carers.

1. Aims

At Bright Futures Educational Trust, we are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment. Our academies aim to:

- Make sure that the exclusions process is applied fairly and consistently.
- Help governors, staff, parents/carers and pupils understand the exclusions process.
- Make sure that pupils in our academies are safe and happy.
- Prevent pupils from becoming NEET (not in education, employment or training).
- Make sure all suspensions and permanent exclusions are carried out lawfully.

A note on off-rolling

'Off-rolling' is a form of gaming and occurs where an academy decides, in the interests of the academy and not the pupil, to:

- Remove a pupil from the academy admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the academy, or
- Encourage a sixth-form student not to continue with their course of study.
- Retain a pupil on the academy admission register but not allow them to attend the academy normally, without a formal permanent exclusion or suspension.

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the academy, or not allowing them to attend the academy without following the statutory procedure contained in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the academy feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting.

If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

2. Vision and Values

We are committed to following all statutory exclusion procedures to ensure that every child receives an education in line with the core values of Bright Futures:

- **Equality**: Through being equitable in our work, all children and staff will have equal access to their rights and, regardless of background, all will be equally respected.
- **Leadership**: All of our children have the right to a holistic world class education. All of our work aims to ensure that every child can make progress and achieve well in every aspect of their education.
- **Integrity**: Children are at the heart of every decision and activity. Their voices are actively sought and listened to. They play a lead role in shaping their education.
- **Community**: Our academies aim to be central to the communities they serve. As such, we look for opportunities to give voice to and work in partnership with all stakeholders of the academies.

Children who are permanently excluded from school are likely to have poor educational outcomes and poorer prospects for adult life when compared with their peers. As such, permanent exclusion will only be considered as a last resort and usually only after all other reasonable interventions have been exhausted.

Principals must be able to evidence:

- the interventions that were attempted prior to exclusion
- SEND adaptations that were considered and applied
- whether off-site direction or alternative provision was explored
- the proportionality of any escalation in sanctions.

The legal threshold for permanent exclusion has not changed — but the evidential expectation has.

The Trust recognises that children from certain backgrounds are disproportionately represented in national statistics relating to suspensions and permanent exclusion. No academy will discriminate against pupils on the basis of protected characteristics and will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where there are concerns about a pupil's behaviour the first steps will be to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. The academy will give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.

All pupils who return to school following a suspension will be subject to a reintegration process that will include a meeting with the parent/carer and child prior to their return to their class. This meeting will include an agreement with the pupil on managing their future behaviour.
The academy will take reasonable steps to set and mark work for pupils during the first five school days of a suspension.

Where parents/carers dispute the decision of the Local Governing Body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel to be arranged by the Trust.

3. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education (DfE): Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Please ensure that you read this policy alongside this statutory guidance.

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The Academy 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 'academy 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
- The Equality Act 2010
- Children and Families Act 2014
- The Academy Inspection Handbook, which defines 'off-rolling'
- The Children's Wellbeing and Schools Act 2025
- The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, which extends off-site direction powers to academy trusts and pupil referral units and sets out the procedural requirements for all settings from 26 July 2026

This policy complies with our funding agreement and articles of association.

4. Definitions

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

Permanent exclusion – when a pupil is removed from the academy permanently and taken off the academy admission register. This is sometimes referred to as an 'exclusion'.

Off-site direction – when an academy requires a pupil to attend another education setting temporarily, to improve their behaviour (each LA may use different terminology to define these).
Separation for safeguarding purposes – when a school temporarily forbids a pupil from attending its premises for safeguarding reasons (for example, due to an allegation of harm by one pupil against another). This is not an exclusion on disciplinary grounds and must not be treated as one.

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

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

Duties under the Education and Inspections Act 2006
Under the Education and Inspections Act 2006, headteachers/principals of maintained schools and pupil referral units must determine measures to be taken with a view to:

- Promoting self-discipline and proper regard for authority among pupils.
- Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.
- Securing that the standard of behaviour of pupils is acceptable.
- Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- Otherwise regulating the conduct of pupils.

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.

5. Roles and responsibilities

The Principal

- Only the Principal, or acting Principal, can suspend a pupil from the academy on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of the academy. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded.
- The Vice Principal/equivalent can only suspend whereby the Principal is off-site, uncontactable and has previously delegated authority.
- If neither are available to authorise the suspension, a decision should be deferred until the opportunity for authorisation is available. This should come from the Director of Education. Pupils involved should have adaptations made within the building to ensure investigations can continue and the safeguarding of pupils is prioritised.

A decision to suspend a pupil will be taken only:

  - In accordance with the academy's behaviour policy.
  - To provide a clear signal of what is unacceptable behaviour.
  - To show a pupil that their current behaviour is putting them at risk of permanent exclusion.

- Suspensions and permanent exclusions should only be necessary when strategies, practices and interventions have not been successful in improving a pupil's behaviour. The academy's behaviour policy must be followed in full before the suspension is authorised.
- The length of suspensions and exclusions should be as short as possible.
- Where suspensions have become a regular occurrence, the Principal will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.
- Where schools use internal suspension, isolation rooms or reflection spaces as part of their behaviour system, these must operate as structured interventions rather than passive removal. They must be time-bound, have a clear educational purpose, and include oversight and reintegration planning. These systems must not be used as an alternative to formal suspension without proper process.
- Principals should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension, including through online pathways such as Google Classroom or Oak National Academy. The academy's legal duties to pupils with disabilities and SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period.
- Pupils **cannot** be sent home to complete work without it being recorded as a suspension. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways must always be recorded as a suspension.
- Suspension can also be for parts of the school day.
- The law does not allow for extending a suspension or **converting** a suspension into a permanent exclusion. In exceptional circumstances, usually where new or 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 immediately after the end of a suspension. Suspensions cannot be issued '***pending investigation***'.

Exclusions

- A decision to exclude a pupil will be taken only:
  - In response to a serious breach of the academy's behaviour policy.
  - Persistent breaches of the academy's behaviour policy; and
  - Where a pupil's behaviour means that allowing the pupil to remain in the academy would seriously harm the education or welfare of others in the academy.

- Before deciding whether to suspend or exclude a pupil, the Principal 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.
    - Consult CCTV and other witnesses but be mindful of GDPR protocols.
    - Consider whether the pupil has special educational needs (SEN).
    - Where a pupil has identified or suspected SEND, Principals must be able to demonstrate:
      -that support has been implemented consistently
      -that underlying need has been properly considered
      -that the rationale for why exclusion remained proportionate is clearly documented

Schools face a greater likelihood of challenge where this evidence is absent.

    - Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker or is a child looked-after (CLA))
    - Consider whether all alternative solutions have been explored, such as internal Reflection/Respite, Step-Out Provision or other off-site direction or managed moves.
    - Principals should ensure that records clearly document oversight, rationale, review points, communications with parents and reintegration planning — not merely the outcome of any decision.
    - Leaders may consult with the LA before the final decision to permanently exclude is made to offer any further available support.

- The Principal 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.
- Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.
- The Principal will not reach their decision until they have heard from the pupil (unless it is not appropriate to do so) and will inform the pupil of how their views were taken into account when making the decision.
- For any permanent exclusion, Principals should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services and notifying key workers should be considered.

Separation of pupils for safeguarding purposes

- In certain circumstances, a school may need to temporarily forbid a pupil from attending its premises — for example, due to an allegation of harm by one pupil against another which requires physically separating pupils. This is not an exclusion on disciplinary grounds.
- Where this occurs, the school must inform parents of the reason why the pupil has been temporarily forbidden from attending and act in conjunction with the designated safeguarding lead (or deputy). The governing board must be notified without delay.
- This measure should only be used in rare circumstances and only when separating pupils is essential and cannot practicably be done in a way that allows one or more pupils to remain on school premises.
- The school must specifically consider its duties under the Human Rights Act 1998 and the Equality Act 2010. The public law principles of acting reasonably, rationally and in a procedurally fair manner must be followed.
- The local authority must arrange education for the pupil if the school itself or the pupil's parent does not do so (section 19 of the Education Act 1996).

Informing parents/carers (or the pupil where they are 18 or older)

- If the Principal decides to suspend or exclude a pupil, the parents/carers/pupil will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

- The parents/carers/pupil will also be provided with the following information in writing, without delay:
    - 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'/pupil's right to make representations about the suspension or permanent exclusion to the governing body.
    - How any representations should be made.
    - Where there is a legal requirement for the governing body to hold a meeting to consider the reinstatement of a pupil, that parents/carers/the pupil have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend.
    - That parents/carers/the pupil 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 academy age, the Principal will also notify parents/carers 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 five academy days of the suspension or exclusion, parents/carers are legally required to ensure that their child is not present in a public place during academy hours without a good reason.
    - Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

- The Principal will also draw attention to relevant sources of free and impartial information, including:
    - The Department's Guidance for parents and carers on behaviour, suspension and permanent exclusion
    - The local SENDIAS service for information, advice and support on SEND and exclusions
    - Coram's Child Law Advice service (childlawadvice.org.uk / 0300 330 5485)
    - Independent Provider of Special Education Advice (IPSEA – www.ipsea.org.uk)

Informing the Director of Education
Bright Futures Educational Trust Director of Education should be notified when a suspension or exclusion has been made. This should be sent to **admin@brightfutures.co.uk** on the day of the suspension.

Informing the local governing body
The Principal will, without delay, notify the governing body of:

- Ensuring parents and pupils are aware of their right to consideration by the governing board.
- Asking whether the governing board has taken steps to find a convenient date that the parent/carer, other relevant parties, the local authority representative (if relevant) and the Principal can attend, within the legal time limits.
- Asking the governing board whether they have considered how to involve the pupil in the consideration process.
- Collecting all relevant documents, anonymising them, if required, and providing them to all parties.
- The Principal should ensure that they have informed the governing board about reinstatement and specify the correct timescale.

Informing the local authority (LA)

- The Principal will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

- For a permanent exclusion, if the pupil lives outside the LA in which the academy is located, the Principal will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.
- The Principal must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

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

- If a pupil with a social worker is at risk of suspension or permanent exclusion, the Principal will inform the social worker as early as possible.
- If a pupil who is a looked-after child (CLA) is at risk of suspension or exclusion, the Principal will inform the VSH as early as possible.
- If the Principal 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 VSH, as appropriate, without delay.
- Social workers and VSHs must be allowed to join a governing board meeting or IRP via remote access, regardless of the format chosen for the meeting, as long as they can participate effectively, hear and be heard throughout.

Cancelling suspensions and permanent exclusions

The Principal may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the local governing body.
Where there is a cancellation:

- The parents/carers (or the pupil if they are 18 or older), local governing body and LA will be notified without delay.
- Where relevant, any social worker and VSH will be notified without delay.
- The notification must provide the reason for the cancellation.
- The local governing body's duty to hold a meeting and consider reinstatement ceases.
- Parents/carers (or the pupil if they are 18 or older) will be offered the opportunity to meet with the Principal to discuss the cancellation, which will be arranged without delay.
- The pupil will be allowed back in academy without delay.
- Any days spent out of academy as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 academy days permitted in any academy year.
- A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 academy days in an academy year or if they will have been so by the time the cancellation takes effect.

Providing education during the first five days of a suspension or exclusion

- If the pupil is not attending alternative provision (AP), the Principal will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Microsoft Teams, Google Classroom or Oak Academy may be used for this.
- If the pupil is looked after or if they have a social worker, the academy will work with the LA to arrange AP from the first day following the suspension or permanent exclusion.

The Governing Board Panel Meeting

- Governing boards have a key responsibility in considering whether excluded pupils should be reinstated.
- All governors involved in the panel must have completed the relevant training on suspensions and exclusions within the **past two years**.
- The local governing body has a duty to consider parents'/carers'/the pupil's (if they are 18 or older) representations about a suspension or permanent exclusion.
- Within 14 days of receiving a request, the local governing body will provide the secretary of state information about any suspensions or exclusions within the last 12 months.
- For any suspension of more than five academy days, the governing body will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.
- Governors must meet if the total days excluded in that term is over 15.

- Governors must also meet if the total is between five and 15 and parents/carers request a meeting.

Monitoring and analysing suspensions and exclusions data
The governing body will review, challenge and evaluate the data on the academy's use of suspension, exclusion, off-site direction to alternative provision, and managed moves. The governing body will consider:

- How effectively and consistently the academy's behaviour policy is being implemented.
- The academy 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.
- The timing of moves and permanent exclusions, and whether there are any patterns.
- The characteristics of suspended and permanently excluded pupils.
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals.
- The cost implications of directing pupils off-site.
- Whether any arrangements made to keep pupils apart for safeguarding purposes are reviewed at sufficient intervals and are achieving their objectives.

The local authority (LA)

- For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth academy day after the first day of the exclusion.
- For pupils who are looked after or have social workers, the LA and the academy will work together to arrange suitable full-time education to begin from the first day of the exclusion.

5a. Off-site direction — detailed procedural requirements

This section sets out the detailed procedural requirements for off-site direction under the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.

Notice to parents

- The governing board must notify parents (or the pupil if aged 18 or over, and the local authority if the pupil has an EHC plan) in writing as soon as practicable after the direction has been made and no later than two school days before the relevant day. The notice must include:
  - The address at which the educational provision is to be provided.
  - The person to whom the pupil should report on first attending.
  - The number of days for which the requirement is to be imposed.
  - The reasons for, and objectives of, imposing the requirement.
  - Session times (morning/afternoon where two sessions, or start and end times where a single session).

Review meetings

- The governing board must keep the placement under review for as long as the requirement remains in effect. Review meetings must be held at intervals appropriate to the pupil's needs.
- At least six days before any review meeting, the governing board must give a written invitation to parents (and the LA if the pupil has an EHC plan) to attend or submit written views on whether off-site direction should continue.
- Following each review meeting, the governing board must decide whether the requirement should continue and, if so, for what period, and notify parents in writing no later than six days after the review.
- Parents (or pupils aged 18 or over) may also request a review meeting in writing. The governing board must comply as soon as reasonably practicable unless there has already been a review meeting in the previous 10 weeks.

Transitional provisions for existing placements (academies and AP academies)

- Where an off-site direction was imposed by an academy or AP academy before 26 July 2026 and the pupil remains on that placement on or after that date, the academy trust must provide the parent (or pupil aged 18 or over, and LA where relevant) with written notice as soon as practicable on or after 26 July 2026, and no fewer than six days before the first review meeting.
- The trust must hold the first review meeting as soon as reasonably practicable after 1 August 2026, regardless of whether a review meeting has been held in the previous 10 weeks.
- Subsequent review meetings must then be held at normal intervals.

Extension to pupil referral units

- From 26 July 2026, management committees of pupil referral units can also make off-site directions. If they do, they must follow the same procedural requirements as maintained schools and academies as set out in the 2026 Regulations.

6. Considering the reinstatement of a pupil

- The local governing body will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 academy days of receiving the notice of the suspension or exclusion if:
    - The exclusion is permanent,
    - It is a suspension that would bring the pupil's total number of days out of the academy to more than 15 in a term; or
    - It would result in a pupil missing a public exam or National Curriculum test.

- Where the pupil has been suspended for more than five, but not more than 15 academy days, in a single term, and the parents/carers/pupil make representations to the body, the local governing body will consider and decide on the reinstatement of a suspended pupil within 50 academy days of receiving notice of the suspension.
- The following parties will be invited to a meeting of the local governing body and allowed to make representations or share information:
    - Parents/carers, or the pupil if they are 18 or older.
    - The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding.
    - The Principal.
    - The pupil's social worker, if they have one.
    - The VSH, if the pupil is looked after.
    - A representative of the local authority.

- The meeting can be held remotely at the request of parents/carers or pupils (if they are 18 or older). See section 10 for more details.
- The local governing body can either decline to reinstate the pupil, or direct the reinstatement of the pupil immediately, or on a particular date.
- The clerk/governance professional will be present when the decision is made.
- Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record.

7. Independent review

- Independent Review Panels (IRPs) contribute to a robust process of scrutiny to ensure that exclusions are lawful, reasonable and procedurally fair.
- If parents/carers/the pupil (if they are 18 or older) apply for an independent review within the legal timeframe, the Trust will, at their own expense, arrange for an independent panel to review the decision of the governing body not to reinstate a permanently excluded pupil.
- Applications for an independent review must be made within 15 academy days of notice being given to the parents/carers/pupil by the local governing body of its decision to not reinstate the pupil.

- Independent reviews can be held remotely at the request of parents/carers/the pupil. See section 10 for more details.
- A panel of three or five members will be constituted with representatives from: a lay member to chair the panel; current or former academy governors; and Principals or individuals who have been a Principal within the last five years.
- The Trust must make sure that all members of an independent review panel and clerks/governance professionals have received training within the **two years prior** to the date of the review.

8. Academy registers

- A pupil's name will be removed from the academy admission register if 15 academy days have passed since the parents/carers/pupil were notified of the local governing body's decision to not reinstate the pupil, and no application has been made for an independent review panel; or the parents/carers/pupil have stated in writing that they will not be applying for an independent review panel.
- While the pupil's name remains on the academy's admission register, the pupil's attendance will still be recorded appropriately: Code B (education off-site); Code D (dual registration during off-site direction); Code E (absent) where not attending alternative provision.

9. Returning from a suspension

9.1 Reintegration strategy

- Following suspension, or cancelled suspension or exclusion, or following a period of off-site direction or separation for safeguarding purposes, the academy will put in place a strategy to help the pupil reintegrate successfully into academy life and full-time education.
- The reintegration strategy should offer the pupil a fresh start; help them understand the effect of their behaviour on themselves and others; teach them to meet high expectations of behaviour; foster a renewed sense of belonging; and build engagement with learning.
- The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return. During the meeting the academy must communicate to the pupil that they are valued and that their previous behaviour should not be seen as an obstacle to future success.
- Where necessary, the academy will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.
- 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.
- The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers and other relevant parties.

9.2 Reintegration meetings

- The academy will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to the academy.
- The pupil, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.
- The meeting can proceed without the parents/carers in the event that they cannot or do not attend. **Pupils cannot be delayed from returning to school if their parents/carers cannot or do not attend.**

10. Remote access to meetings

- Parents/carers, or pupils (if they are 18 or older), can request that a governing body meeting, or independent review panel be held remotely. If the parents/carers/pupil don't express a preference, the meeting will be held in person.
- In case of extraordinary or unforeseen circumstances, the meeting will be held remotely.
- Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

- Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access.
- The meeting will be rearranged to an in-person meeting without delay if technical issues arise that compromise effective participation or prevent the meeting from running fairly and transparently.

11. Monitoring arrangements

- The academy will collect data on: attendance, permanent exclusions and suspensions; use of PRUs, off-site directions and managed moves; and anonymous surveys of staff, pupils, and other stakeholders.
- The data will be analysed every year, and a report will be given to Trust Leaders.
- The data will be analysed at academy level; by age group; by time of day/week/term; and by protected characteristic.
- The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.
- The Trust will work with its academies to consider this data and to analyse whether there are patterns across the Trust.
- This policy will be reviewed every year. At every review, the policy will be approved and shared by Trust Leaders.

Preventative Measures
Principals should consider the following as strategies before making a decision to exclude:

- 1. An off-site direction
- 2. Managed moves

Any use of alternative provision (AP) should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct.

Under the 2026 guidance, Alternative Provision is framed more clearly as a time-limited intervention than a placement. AP decisions are likely to require clearer evidence of: the intended outcomes for the pupil; planned review points; a reintegration plan back into mainstream; and why mainstream strategies alone were insufficient. Principals should document all of these at the point of referral.

Any use of AP must be discussed prior with Bright Futures Educational Trust Director of Education to ensure it is suitable (under Section 100 and Section 29A of the Education and Inspections Act 2006).

All off-site directions made by academy trusts must comply with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026. See Section 5a of this policy for the detailed procedural requirements.

12. Links with other policies

This policy is linked to our:

- Attendance Policy
- Behaviour Policy
- Health and Safety Policy
- Safeguarding Policy
- SEND Policy
- CCTV Policy
- SEN Information Report

For supplementary documents such as letters please see the Trust intranet.