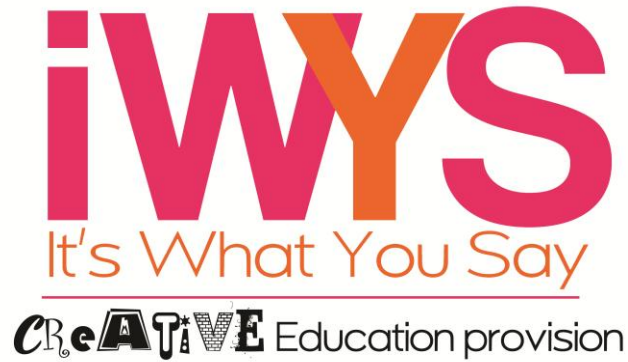




IWYS

Alternative Provision

EXCLUSION, SUSPENSION AND REINTEGRATION POLICY

IWYS Alternative Provision

Document control

Version	Date	Summary of changes
1.0	October 2026	New policy aligned to current England guidance and clarifying the distinction between school exclusion and ending an IWYS placement.

Approval

Approved by	Charmaine Baines
Role	Proprietor
Date	October 2026

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1. Purpose and policy statement

IWYS Alternative Provision is committed to maintaining a safe, calm, inclusive and purposeful learning environment. We recognise that learners attending alternative provision may have experienced disrupted education, unmet needs, exclusion, trauma or difficulty engaging with mainstream settings. Decisions about behaviour, safety, suspension, placement and return must therefore be lawful, proportionate, individually considered and focused on the learner's welfare and continued education.

This policy explains how IWYS will respond to serious or repeated behaviour concerns, how it will work with parents/carers and the commissioning school or local authority, and how it will plan a safe and successful return to learning. It must be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, Anti-Bullying arrangements, SEND and accessibility arrangements, complaints procedure and relevant placement/service-level agreement.

2. Scope and legal status

This policy applies to all IWYS staff, visiting tutors and relevant adults working with learners at IWYS sites or on IWYS-led activities. It also sets expectations for liaison with commissioning schools, local authorities, parents/carers and other professionals.

Important distinction: IWYS may be an independent alternative provision provider rather than the school on the learner's roll. The statutory power to suspend or permanently exclude a pupil from a maintained school, academy, alternative provision academy or pupil referral unit belongs to the relevant school's authorised decision-maker under the applicable law and guidance. IWYS must not present a provider-level placement pause, risk-management decision or contract decision as a statutory school suspension or permanent exclusion.

Where IWYS is commissioned by a school or local authority, the commissioning body's responsibilities remain as set out in law and the placement agreement. IWYS will notify the commissioner promptly of serious incidents and any proposal to pause, restrict or end a placement, and will cooperate with decisions about education, safeguarding and next steps. If IWYS's legal status or registration changes, the policy owner must review this section and the applicable duties.

The policy is written for England and should be applied with current statutory guidance and legislation. Where a legal requirement or a commissioning agreement imposes a higher or more specific standard, that requirement takes precedence.

3. Key principles

- Safety first: protect learners, staff and others from harm, while using the least restrictive safe response.
- Education must continue: a behaviour incident must not lead to an informal, indefinite or unrecorded exclusion from education.
- Fairness and proportionality: consider the seriousness of the incident, context, impact, previous support and the learner's individual circumstances.
- Voice and dignity: give the learner an age-appropriate opportunity to explain what happened and contribute to solutions.
- Equality and inclusion: consider disability, special educational needs, communication needs, trauma, discrimination and unmet support needs before deciding next steps.
- Partnership: work transparently with parents/carers, the commissioning school, local authority and relevant safeguarding professionals.
- Restorative and forward-looking practice: where safe and appropriate, repair harm, identify triggers and teach safer ways to respond.
- Accurate records: document the evidence, decision, rationale, contacts, education arrangements and review date.

4. Roles and responsibilities

4.1 Head of Provision / authorised senior lead

- Lead the response to serious incidents and ensure that immediate risks are managed safely.
- Decide whether a temporary provider-level adjustment or placement pause is necessary, within delegated authority and the placement agreement.
- Contact the commissioning school or local authority without delay where a serious incident may affect the placement or the learner's access to education.
- Ensure decisions are recorded, proportionate, reviewed promptly and communicated in an accessible way.
- Ensure staff receive behaviour, safeguarding, de-escalation and incident-recording training appropriate to their role.

4.2 All staff and visiting tutors

- Follow the Behaviour Policy, safeguarding procedures and risk assessments.
- Use de-escalation and reasonable adjustments where possible; do not use humiliating, discriminatory or retaliatory responses.
- Report and record incidents promptly, including concerns about child-on-child abuse, bullying, discriminatory language, weapons, threats, injury or safeguarding.
- Do not send a learner home informally or agree an indefinite absence without senior authorisation and a clear, documented plan.

4.3 Commissioning school / Local Authority

The commissioner retains its own statutory responsibilities, including any formal decision to suspend or permanently exclude a pupil from a school where the statutory framework applies, parent notifications and review rights, and arranging suitable education where required. IWYS will provide factual information and cooperate with lawful requests, but will not make a school's statutory decision on its behalf.

4.4 Parents/carers and learners

Parents/carers are expected to engage with communication and planning where possible. Learners will be supported to understand expectations, share their views and take part in repair and reintegration planning. A parent/carer's inability to attend a meeting must not, by itself, prevent a learner from returning when it is safe and appropriate to do so.

5. Preventing suspension or placement breakdown

Before escalating to a placement pause or recommending that a placement end, staff should consider where appropriate:

- Restorative conversation, clear boundaries, proportionate in-session consequences and a supported reset.
- Whether the learner understands the expectation and whether communication, literacy, sensory or other needs affect understanding.
- Updated risk assessment, individual behaviour plan, support plan or reasonable adjustments.
- Contact with parents/carers and the commissioning school to agree consistent strategies.
- Additional supervision, changes to transitions or timetable, a quieter space, mentoring, targeted intervention or a short, planned review period.
- Whether the incident indicates a safeguarding concern requiring referral or multi-agency action rather than a disciplinary response alone.

These options are not a requirement to delay action where there is an immediate and serious risk. Safety measures must be proportionate and reviewed.

6. Suspension and exclusion: who can decide?

6.1 Formal school suspension or permanent exclusion

Only the person/body authorised under the applicable statutory framework may make a formal school suspension or permanent exclusion decision. If a learner remains on a commissioning school's roll, IWYS will refer the matter to that school's headteacher or authorised decision-maker and provide an accurate incident report. The school must follow the current Department for Education statutory guidance, including written notification, review rights and education arrangements.

6.2 IWYS placement pause or restriction

Where a serious and immediate safety concern arises, the Head of Provision may authorise a short, time-limited provider-level pause or adjustment to attendance if permitted by the placement agreement and necessary to manage risk. This is not a statutory suspension or permanent exclusion. It must not be used as a substitute for the commissioning school's formal process, nor to avoid the provider's or commissioner's safeguarding and education responsibilities.

Any pause must specify: the reason; the risk being managed; the start time; who has been contacted; what learning or alternative arrangements apply; who is responsible for the learner during the period; and the date/time of review. The pause must be reviewed as soon as practicable and must not become open-ended.

6.3 Ending a placement

IWYS will not end a placement solely by an informal conversation or an unrecorded instruction to stay away. Where a placement may need to end, IWYS will consult the commissioning school/local authority and follow the placement agreement, safeguarding duties and relevant notice arrangements. The commissioner must be given sufficient information to plan suitable education and a safe transition. The learner must not be left without a clear education plan.

7. Grounds and decision-making

A provider-level placement review may be necessary where behaviour creates a serious risk or repeatedly prevents safe and effective learning. Examples may include serious violence or credible threats, possession or use of a weapon, serious bullying or abuse, significant damage, dangerous substance-related behaviour, or repeated serious breaches despite support. These examples are not an automatic tariff; each case must be assessed individually.

In reaching a recommendation or provider-level decision, IWYS will consider:

- Reliable evidence, including the learner's account and relevant witness accounts, CCTV or other records where lawfully available.
- The seriousness, context and impact of the behaviour, including any injury, fear or safeguarding implications.
- Whether the learner was provoked, targeted, coerced or responding to abuse; and whether discriminatory or bullying behaviour is involved.
- Age, maturity, disability, SEND, communication needs, mental health or wellbeing concerns, and any known trauma or unmet need.
- Previous incidents and the support or adjustments already tried, without treating history as proof of the current allegation.
- Whether a safer, less disruptive option is available and whether the proposed response is proportionate.
- Implications for the learner's education, examinations, safeguarding and other pupils' safety.

The learner should be given a fair opportunity to give their account unless doing so immediately would create a safety risk or compromise a safeguarding investigation. Any delay or limitation should be explained and recorded.

8. Procedure when an IWYS placement is at risk

1. Make the situation safe. Separate people if necessary, summon first aid/emergency assistance where appropriate and follow safeguarding procedures.
2. Inform the senior lead as soon as possible. Record the facts, actions taken, injuries or damage, witnesses and the learner's account.
3. Assess whether there is a safeguarding referral, police contact, children's social care referral or other notification to consider. Follow the safeguarding lead's advice and statutory duties.
4. Contact the commissioning school/local authority promptly, sharing necessary factual information securely. Contact parents/carers in line with safeguarding advice and the agreed communication plan.

5. Consider immediate support and risk controls, including whether the learner can safely remain in the session or needs a supervised, time-limited change of arrangements.
6. Hold a prompt review with relevant adults. Consider the learner's needs, views, adjustments, evidence and the education plan.
7. Confirm decisions in writing, including the reason, whether the arrangement is an IWYS placement measure or a formal school decision, the review date, learning arrangements, contact person and next steps.
8. Agree a return/reintegration plan or a transition plan with the commissioner. Review the risk assessment and record who is responsible for each action.

9. Safeguarding separation and emergency removal

A short separation or change of location may sometimes be needed to protect a learner or others while a risk is assessed. It must be a safeguarding/risk-management measure, not a disguised punishment or informal exclusion. Staff must follow IWYS safeguarding, supervision, physical intervention and health-and-safety procedures; maintain appropriate supervision; explain the measure to the learner in a calm, age-appropriate way; and record the reason, duration, supervision and review.

Any physical intervention must comply with the relevant policy, be necessary and proportionate, and be recorded and reported. Staff must not use isolation, restraint or removal as a routine response to non-compliance. Where an emergency requires a learner to leave the immediate environment, the senior lead must ensure safe handover to a responsible adult and a prompt plan for education and next steps.

10. Education during a suspension or placement pause

Where the commissioning school formally suspends a learner, the school must determine and meet its legal duties for work and suitable education under the current statutory guidance. For compulsory-school-age pupils, the school's duty to arrange suitable full-time education generally applies from the sixth school day of a suspension lasting longer than five school days; the local authority has the relevant duty following permanent exclusion. Staff must check the current guidance and the individual circumstances rather than rely on this summary alone.

For an IWYS placement pause, IWYS and the commissioner must agree promptly what education will be provided, by whom, and how it will be accessed. IWYS will not assume that a provider-level pause automatically transfers the duty to arrange education. The plan should identify learning tasks or provision, attendance/contact arrangements, accessibility needs, safeguarding check-ins and the review date.

No learner should be told to remain at home indefinitely, or be denied access without a recorded decision and an agreed plan. If a learner cannot safely attend the usual site, consider an alternative safe location, adjusted timetable, supervised remote learning where suitable, or another agreed arrangement.

11. Reintegration and return planning

Reintegration is a planned process to help the learner return safely, rebuild relationships and resume learning. A return meeting should normally be offered before or as soon as practicable after return, involving the learner, parent/carer where appropriate, IWYS and the commissioning school or other relevant professionals.

The meeting should:

- Allow the learner to describe their perspective and identify what would help them succeed.
- Explain expectations and any consequences in clear, non-shaming language.
- Review triggers, unmet needs, risks and protective factors.
- Agree reasonable adjustments, support strategies, supervision and responses to early signs of escalation.
- Agree how any harm will be repaired, where appropriate and safe, without pressuring a victim to participate.
- Set short-term goals and a review date, with named adults responsible for actions.

- Confirm how attendance, learning progress and wellbeing will be monitored and how concerns will be escalated.

A meeting must not be made a barrier to a learner returning where the learner is otherwise entitled and safe to return. If a parent/carer cannot attend, use another suitable means of gathering their views and proceed with appropriate support.

12. Pupils with SEND, disabilities or other vulnerabilities

IWYS will consider the Equality Act 2010, the SEND Code of Practice and relevant duties when assessing behaviour and deciding what support or action is appropriate. A disability-related need must not be treated automatically as misconduct. Staff should consider whether reasonable adjustments are required, whether the learner's support plan is being implemented, and whether behaviour may communicate distress, unmet need or difficulty understanding expectations.

Where relevant, consult the SENCO or SEND lead, parents/carers of the commissioning school, health professionals and other specialists. Review any Education, Health and Care Plan (EHCP), risk assessment, communication plan or behaviour support plan. A serious incident may still require immediate safety action, but this must be followed by an individualised review.

13. Children looked after and children with a social worker

Where the learner is looked after, previously looked after, has a social worker or is otherwise vulnerable, IWYS will take particular care to share relevant information promptly and involve the appropriate professionals, including the designated teacher/virtual school head or social worker where applicable. Decisions should consider the learner's stability, safeguarding plan, placement arrangements and risk of further disengagement from education.

Information must be shared lawfully, securely and on a need-to-know basis. Safeguarding concerns must be acted on without delay and not held back while a behaviour or placement decision is considered.

14. Recording, notification and information sharing

IWYS will keep a secure record of significant incidents and decisions, including:

- Date, time, location, people involved and a factual account of what happened.
- The learner's views and any relevant witness accounts.
- Immediate safety actions, first aid, injuries, damage and any external agency involvement.
- Consideration of SEND, disability, reasonable adjustments, safeguarding and contextual factors.
- Decision made, decision-maker, rationale, alternatives considered and review arrangements.
- Who was notified, when, what information was shared and agreed education/return arrangements.
- Reintegration or transition actions, named owners and completion/review dates.

Records must be factual, respectful, proportionate and stored in line with IWYS data protection and retention arrangements. Information should be shared securely with the commissioning school/local authority and relevant safeguarding professionals when lawful and necessary. Any formal school suspension or permanent exclusion must be recorded and notified by the responsible school/authority in accordance with its legal duties.

15. Complaints and review

Parents/carers or learners may raise concerns about IWYS's handling of an incident or provider-level placement decision through the IWYS Complaints Procedure. This does not replace or limit any statutory right to challenge a formal school suspension or permanent exclusion; the commissioning school must explain the applicable process and timescales.

The Head of Provision will monitor patterns in incidents, placement pauses, placement endings, attendance and reintegration outcomes. Monitoring should consider disproportionate impact on groups of learners, recurring

triggers, effectiveness of support and whether policy or staff training needs to change. The policy will be reviewed annually and sooner if law, statutory guidance, IWYS's registration/status or commissioning arrangements change.

Appendix A. Placement pause / incident checklist

- ☐ Immediate risk assessed and safety measures taken
- ☐ First aid / emergency services considered where needed
- ☐ Designated safeguarding lead informed; referral/notification considered
- ☐ Learner's account obtained or reason for delay recorded
- ☐ Parent/carers contacted where appropriate and safe
- ☐ Commissioning school/local authority contacted
- ☐ Decision clearly identified as provider-level measure or formal school decision
- ☐ Written rationale, start time and review date recorded
- ☐ Education and safeguarding arrangements agreed for any time away from site
- ☐ SEND, disability, reasonable adjustments and vulnerabilities considered
- ☐ Return/reintegration or transition plan agreed and responsibilities allocated

Appendix B. Reintegration meeting record

Learner name / ID

Date of incident / period away

Meeting date and attendees

Learner's views

What happened and what has been learned?

Risks, triggers and protective factors

Support / reasonable adjustments agreed

Learning and attendance plan

Restorative actions (if appropriate and safe)

Actions, named person and deadline

Review date

Learner / parent-carer comments

Appendix C. Parent/carer communication checklist

- Explain what is known, distinguishing fact from allegation.
- Explain the immediate safety response and the decision made.
- Clarify whether this is a provider-level placement measure or a formal decision by the learner's school.
- Give the name and contact details of the person coordinating next steps.
- Explain learning arrangements, safeguarding contact and review date.
- Explain how to raise concerns through the relevant IWYS or commissioning-school procedure.
- Provide accessible communication or interpretation support where needed.

Appendix D. Key references

This policy should be read with the current versions of the following guidance and legislation. Links were checked in October 2026; the policy owner should re-check them at each review.

- Department for Education, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026 guidance, effective 26 July 2026). <https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>
- Department for Education, Alternative provision: statutory guidance for local authorities, headteachers and governing bodies (updated 5 February 2025). <https://www.gov.uk/government/publications/alternative-provision>
- Department for Education, Behaviour in schools: advice for headteachers and school staff. <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Department for Education, Children missing education: statutory guidance for local authorities and schools. <https://www.gov.uk/government/publications/children-missing-education>
- Equality Act 2010. <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Children and Families Act 2014. <https://www.legislation.gov.uk/ukpga/2014/6/contents>
- Education Act 1996. <https://www.legislation.gov.uk/ukpga/1996/56/contents>
- IWYS internal documents: Behaviour Policy; Safeguarding and Child Protection Policy; SEND/accessibility arrangements; Complaints Procedure; data protection and records management; relevant placement/service-level agreements.

Policy owner	Head of Provision / Designated Senior Lead – Charmaine Baines
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