Department for Education

Call for Evidence

School Exclusion Reform

Launch date 15 October 2026

Respond by 19 November 2026

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Introduction

What is the purpose of this Call for Evidence?

Good behaviour is fundamental to ensuring that all children and young people can learn, thrive and benefit from education. It enables schools to provide calm, safe and supportive environments where pupils feel they belong, engage positively in education, and can learn. Poor behaviour can have serious consequences for pupils, schools and wider communities. For some children and young people, these experiences can result in significant lost learning time and poorer long-term outcomes.

The UK Government's Schools White Paper, Every Child Achieving and Thriving (published in February 2026), recognises the vital role schools play not only in delivering high-quality education, but also in promoting pupil engagement, belonging and participation. It acknowledges the significant work schools already undertake to manage behaviour, address disengagement and support pupils at risk of suspension or permanent exclusion.

As part of the delivery of the Schools White Paper, the Department for Education (DfE) is delivering an ambitious programme of school exclusion reform to help ensure that all pupils can benefit from the opportunities education provides. A central element of this agenda is to promote effective practice and appropriate use of suspensions, while identifying approaches that will help reduce preventable permanent exclusions through earlier intervention.

This Call for Evidence seeks views on the three exclusion reform proposals outlined in the White Paper.

The proposals set out in the Schools White Paper are:

- **Internal suspension:** introducing a clear, time-limited framework for internal suspension, allowing pupils who have been removed from the classroom for disciplinary reasons to remain on-site and maintain continuity of education, while signalling that suspension is for serious disciplinary reasons.

- **Reintegration support partnerships:** a process for reintegration following a suspension which will involve a formal meeting leading to an agreed plan with clear responsibilities to help ensure parents play an active part in supporting their child's reflection and successful reintegration after a suspension.

- **Provision of schoolwork during the first 5 days of suspension and permanent exclusion:** to minimise disruption to learning and avoid time-consuming catch up, schoolwork is expected to be set and completed during the first five days of a suspension and permanent exclusion.

We are seeking evidence on how schools use suspensions appropriately as part of effective behaviour management, how pupils can best be supported to remain engaged with education during periods of suspension, and how schools, families and pupils can work together to support successful reintegration and reduce the likelihood of repeated suspensions or permanent exclusions. We are also interested in their impact on different groups of pupils, approaches to parental engagement, barriers to successful reintegration, and effective strategies for supporting reintegration.

We are seeking views from schools, practitioners, academics, parents and other stakeholders on existing practice, implementation challenges and examples of what works well.

Evidence gathered from this Call for Evidence will inform a subsequent consultation on the implementation of the school exclusion reforms.

Who this is for

The following list is not exhaustive:

In education:

- Headteachers
- Teachers
- Academy Trust leaders
- Support staff (including teaching assistants and family liaison officers)
- Designated teachers for looked-after and previously looked-after children
- Designated safeguarding leads and deputy designated safeguarding leads
- Special educational needs co-ordinators (SENCos)
- Mental health leads
- Educational psychologists and speech and language therapists
- Governors and trustees
- Attendance engagement frontline practitioners
- Trade Unions

In the community:

- Parents and carers
- Charities, think tanks and organisations that support pupils at risk of suspension or permanent exclusion

In local authorities and children's services:

- Social workers
- Directors of children's services

- Virtual school heads
- School admission leads
- Personal advisors
- Early help workers
- Troubled families' co-ordinators
- Youth workers
- Special Educational Needs and/or Disabilities (SEND) information advice and support services
- Children missing education (CME) officers
- Heads of attendance and inclusion services
- Heads of SEND assessment and placement teams

The wider community:

- Those undertaking research on internal suspensions, reintegration support partnerships and arrangements to set schoolwork, school behaviour and/or pupils at risk of suspension or permanent exclusion
- Equality and Human Rights groups
- Ofsted
- Office of the Children's Commissioner

The questions are intentionally broad to allow for a wide variety of responses reflective of practice. Please only answer questions relevant to your experience. If a question does not apply to you, please enter 'not applicable' or 'N/A'.

In addition, we will engage more widely with key stakeholders across the sector, including with children and young people to ensure their voice is captured to inform this Call for Evidence.

Issue date

The Call for Evidence was issued on 15 October 2026 and will run for five weeks.

Enquiries

If you wish to provide evidence in response to this Call for Evidence, you can contact the School Exclusion Team at exclusion.cfe@education.gov.uk.

If your enquiry is related to the DfE e-consultation website or the Call for Evidence process in general, you can contact the DfE Ministerial and Public Communications Division by email: coordinator.consultations@education.gov.uk, telephone: 0370 000 2288 or via the DfE Contact us page.

Additional copies

Additional copies are available electronically and can be downloaded from GOV.UK DfE consultations.

Respond online

To help us analyse the responses please use the online system wherever possible. Visit Policy papers and consultations - GOV.UK to submit your response.

Other ways to respond

If for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may request an alternative format of the form.

By email

exclusion.cfe@education.gov.uk

By post

Behaviour Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Deadline

The Call for Evidence closes on 19 November 2026.

Glossary of terms used in this Call for Evidence

Mentoring: regular one-to-one support from a trusted adult to help a child with behaviour, wellbeing, attendance or engagement with the school.

On-site removal practices: used as an umbrella term for a range of approaches used to capture any behaviour-related arrangement where a pupil is removed from their classroom activities but remains on the school site.

Parental engagement: the involvement of parents or carers in supporting a child's education, behaviour, attendance, wellbeing or reintegration, including communication and collaboration with the school.

Parent/carer meeting: a meeting with parents/carers to discuss support following the suspension.

Part-time timetable (as defined in the Working Together to Improve School Attendance guidance[1]): in very exceptional circumstances, where it is in a pupil's best interests, a school may provide less than full-time education through a temporary part-time timetable to meet the pupil's individual needs. A part-time timetable should not be used to manage behaviour and should only be in place for the shortest time necessary.

Pastoral Support: this refers to support from a school's pastoral lead, tutor or wellbeing team.

Permanent exclusion (as set out in the 'Suspension and Permanent Exclusion' guidance[2]): a permanent exclusion is when a pupil is no longer allowed to attend a school on disciplinary grounds (unless the pupil is reinstated).

Phased return: commonly used to refer to a temporary, structured arrangement that supports a pupil's gradual return to school following a suspension.

Pupil engagement: the extent to which a pupil participates in, connects with and remains involved in their education, including learning, attendance, behaviour, school life and sense of belonging.

Pupil support plan: this is used as an umbrella term to refer to any structured, written plan developed to support an individual pupil's needs, behaviour, attendance, wellbeing or successful reintegration.

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[1] Working together to improve school attendance - GOV.UK

[2] School suspensions and permanent exclusions - GOV.UK

Removal from classroom (as defined in the Behaviour in Schools[3] guidance): is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff.

Reintegration meeting: a meeting involving the pupil, parent/carer and school staff to discuss return to school following suspension.

Suspension: refers to where a pupil is temporarily removed from the school site for a fixed period on disciplinary grounds. It does not refer to internal suspension or other on-site removal practices referred to in this Call for Evidence.

Vulnerable pupils: these may include but are not limited to, pupils with SEND, children in need, looked after children, previously looked after children, pupils eligible for free school meals, pupils from disadvantaged backgrounds, and pupils from minority ethnic groups.

Written reintegration plan: a documented plan setting out agreed actions, support and expectations following a suspension.

[3] Behaviour in Schools - Advice for headteachers and school staff Feb 2024

Part 1: About you

The following questions are to help us understand who is responding to the Call for Evidence and how different groups may be affected by the proposals.

1. What is your name? Please insert below:

2. Do you consent for the Department for Education to contact you via email about your response? Please select one item below:

☐ Yes

☐ No

If yes, please provide your email address:

3. Would you like us to keep your response confidential?

Information provided in response to this consultation, including personal data, may be subject to publication or disclosure under the Freedom of Information Act 2000 (FOIA), the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and the Environmental Information Regulations 2004 (EIR).

If you would like all or part of your response to be treated as confidential, please explain your reasons in the box provided. If we receive a request to disclose the information you have provided, we will take your explanation into account. However, we cannot guarantee that confidentiality can be maintained in all circumstances.

An automatic confidentiality disclaimer generated by your IT system will not, by itself, be regarded as binding on the Department.

☐ Yes

☐ No

If yes, please explain your reason for confidentiality:

4. In what capacity are you responding?

Responses are welcome from individuals sharing their professional or personal experience, as well as from those responding on behalf of an organisation.

Please note that if you wish to respond on behalf of multiple organisations, or both as an individual and on behalf of an organisation, you must submit separate responses.

Please select one:

☐ As a parent/carer

☐ On behalf of a school or college

☐ On behalf of governors/trustees

☐ On behalf of a multi-academy trust

☐ On behalf of early years providers

☐ On behalf of an alternative provision provider

☐ On behalf of a local authority

☐ On behalf of a representative body

☐ On behalf of a charity

☐ Other educational professionals

☐ On behalf of a voluntary or community organisation

☐ As an academic/researcher

☐ Other

☐ Prefer not to say

If other, please specify:

5. What is the name of your organisation/school/representative body and what local authority does your response relate to? If relevant, please provide us with the name of your school and the Unique Reference Number.

Comment below, alternatively, select one box below:

☐ Prefer not to say

☐ Not applicable

6. If you are responding on behalf of a school, college or alternative provision provider please specify below:

   Please select one:

   ☐ Primary

   ☐ Secondary

   ☐ All through school

   ☐ Alternative Provision

   ☐ Independent school

   ☐ Mainstream

   ☐ Special school

   ☐ Post-16 College

   ☐ Other

If other, please specify:

7. Which region of England does your response relate to?

   Please select one:

   ☐ North East

   ☐ North West

   ☐ Yorkshire and the Humber

   ☐ East Midlands

   ☐ West Midlands

   ☐ East of England

   ☐ London

   ☐ South East

   ☐ South West

   ☐ National / more than one region

   ☐ Not applicable

Additional questions for Parents/Carers

8. What school phase is your child or children currently in?

Please select all that apply:

☐ Early years (0-4 years)

☐ Reception

☐ Key Stage 1 (Years 1-2)

☐ Key Stage 2 (Years 3-6)

☐ Key Stage 3 (Years 7-9)

☐ Key Stage 4 (Years 10-11)

☐ Post-16 education (Years 12-13 or equivalent)

☐ Prefer not to say

9. Which setting does your child or children currently attend?

Please select all that apply:

☐ Mainstream school

☐ Special school

☐ Alternative provision

☐ Independent school

☐ Further education or sixth form college

☐ Home education

☐ Other

☐ Prefer not to say

If other, please specify:

Privacy Notice

The personal data (name, email address and any other identifying material) that you provide in response to this call for evidence is processed by the Department for Education as a data controller in accordance with the UK GDPR and Data Protection

Act 2018, and your personal information will only be used for the purposes of this call for evidence. The Department for Education relies upon the lawful basis of article 6 (1) (e) of the UK GDPR which process this personal data as part of its public task, which allows us to process personal data when this is necessary for conducting calls for evidence as part of our function. The Department may use internal AI tools to support the analysis of responses submitted to this call for evidence to inform policy development. Any such use will take place within secure departmental system. Your information will not be shared with third parties unless the law allows or requires it.

The personal information will be retained for a period of 12 months following the closure of the consultation period, after which it will be securely destroyed. You can read more about what the Department for Education does when we ask for and hold your personal information in our personal information charter, which can be found here: Personal information charter - Department for Education - GOV.UK

Part 2: Questions for schools, academics and other organisations

On-site removal practices and internal suspension

Context

This section contains questions about both **on-site removal practices** and **internal suspension**. For the purposes of this call for evidence, we use the term **"on-site removal practices"** as an umbrella term to describe any behaviour-related arrangement where a pupil is removed from their usual classroom activities but remains on the school site.

In the first part, we ask about the full range of behaviour-related on-site removal practices used in your school or trust, regardless of the terminology used. This includes practices where pupils remain on the school site but are removed from some or all of their usual classroom activities, whether these arrangements are formally recorded or managed more informally.

In the second part, we ask specifically about **internal suspension**. We recognise that schools do not use this term consistently. We are interested in if and how your setting defines and uses internal suspension, whether it is regarded as distinct from other forms of on-site removal, and how it relates to your wider behaviour framework and graduated approach to support pupils.

Throughout both parts, we are interested in how these approaches operate in practice, including:

- how decisions are made;
- how pupils are supported before, during and after removal;
- how arrangements are recorded and reviewed;
- how they are used for different groups of pupils; and
- impact on the wider classroom, including the learning, safety and wellbeing of other pupils and staff.

For the purposes of this section, references to vulnerable pupils may include, but are not limited to, pupils with SEND, children in need, looked after children, previously looked after children, pupils eligible for free school meals, pupils from disadvantaged backgrounds, and pupils from minority ethnic groups.

Questions

On School practices:

Questions on on-site removal practices

10. Does your school use any practice in which a pupil is removed from some or all of their usual classroom activities for reasons related to behaviour but remains on the school site?

    ☐ Yes

    ☐ No

    ☐ Don’t know

    ☐ Not applicable

11. Which of the following forms of on-site removal are used in your school for behaviour-related reasons?

    Please select all that apply:

    ☐ Removal for part of a lesson

    ☐ Removal for a full lesson

    ☐ Removal for multiple lessons or part of a school day

    ☐ Removal from lessons for a full school day

    ☐ Removal during breaktime, lunchtime or other non-teaching periods

    ☐ We do not use on-site removal

    ☐ Not applicable

    ☐ Other

If other, please specify:

12. Where are pupils typically placed during on-site removal?

    Please select all that apply:

    ☐ Another classroom

    ☐ A dedicated room or unit

☐ A behaviour support provision

☐ A reflective or restorative space

☐ An isolated space

☐ Elsewhere within the school site

☐ Elsewhere within the trust

☐ An unsupervised location

☐ Not applicable

☐ Other

If other, please specify:

13. Are pupils supervised during their on-site removal?

Please select one:

☐ Always

☐ Usually

☐ Sometimes

☐ Never

☐ Not Applicable

14. What terminology does your school use to describe these arrangements?

Please select all that apply:

☐ Internal suspension

☐ Internal exclusion

☐ Reflection

☐ Isolation

☐ Removal from lesson/classroom

☐ Behaviour support provision

☐ Time-out

☐ Not applicable

☐ Other

If other, please specify:

Please explain your answer, including any differences between these terms and how they are used in your setting.

If this is not applicable to you, please put N/A.

15. What typically leads to an on-site removal in your school?

Please describe:

- the purpose of on-site removal within your school's behaviour approach and policy;
- the types of behaviour that may lead to a pupil being removed from their usual classroom activities;
- how decisions are made about when to remove a pupil from their usual classroom activities; and
- whether on-site removal is viewed as an early, intermediate or more intensive intervention within your school's graduated approach.

Please explain how these arrangements fit within your school's overall behaviour framework and graduated approach to support pupils.

If this is not applicable to you, please put N/A.

16. What support and interventions are provided to pupils during an on-site removal?

Please describe:

- how on-site removal relates to other behaviour, pastoral and inclusion support;
- how does on-site removal fit within your schools approach to behaviour;
- the range of interventions available whilst a pupil is removed from their usual classroom activities;
- whether different approaches are used for vulnerable pupils including those with SEND; and
- how these approaches support behaviour, inclusion and pupil wellbeing including impact on the welfare and learning of other pupils.

If this is not applicable to you, please put N/A.

17. What are the most significant challenges, if any, that your school faces in delivering on-site removal practices?

Please select up to 3 items that apply:

☐ Staffing capacity and workload

☐ Availability of appropriate space

☐ Funding or resource constraints

☐ Providing educational support during the on-site removal

☐ Monitoring effectiveness and outcomes

☐ Parental engagement

☐ Pupil engagement

☐ Meeting the needs of vulnerable pupils

☐ Maintaining consistency in decision-making

☐ No challenges

☐ We do not use any on-site removal practices

☐ Not applicable

☐ Other

If other, please specify:

Please briefly explain your response and describe the challenges.

If this is not applicable to you, please put N/A.

18. How are on-site removal practices recorded?

Please select one:

☐ All instances of on-site removal are formally recorded

☐ Only some instances of on-site removal are formally recorded

☐ Only on-site removals above a specified duration are formally recorded

☐ We record internal suspensions separately from other on-site removals

☐ On-site removals are not routinely recorded

☐ Not applicable

☐ other

If other, please specify:

Please briefly describe how on-site removals are recorded and how this information is used to monitor the effectiveness of the approach and inform practice.

If this not applicable to you, please put N/A.

The following questions are about Internal Suspension

Schools may use the term "internal suspension" in different ways. For the following questions, please answer based on your and your school's understanding and use of the term.

The previous questions sought to understand the full range of behaviour-related on-site removal practices used within schools, regardless of the terminology applied. In this section, we are specifically interested in how schools define and use internal suspension, and how it relates to other forms of on-site removal.

19. Does your school use internal suspension?

☐ Yes

☐ No

☐ Don’t know

☐Not applicable

20. Which of the following best describes how you or your school defines or understands internal suspension?

Please select one:

☐ A distinct intervention that is different from other forms of on-site removal

☐ One type of on-site removal within a wider range of behaviour interventions

☐ A more intensive form of on-site removal

☐ Different terminology used to describe arrangements that are otherwise similar to other forms of on-site removal such as ‘removal from classroom’

☐ We do not use the term "internal suspension"

☐ Don't know

☐ Not applicable

☐ Other

If other, please specify:

21. Using your school's terminology and understanding, how does your school describe the relationship between on-site removal practices and internal suspension?

Please including the following:

- whether internal suspension is distinct from other forms of on-site removal;
- how it relates to removal from classroom and other behaviour interventions;
- where it sits within your graduated approach to behaviour, inclusion and support; and

- what factors determine when a pupil moves from one type of intervention to another.

If this is not applicable to you, please put N/A.

22. When deciding whether to use internal suspension or another on-site removal practice, are additional considerations applied for pupils with any identified vulnerabilities?

    Please describe any additional considerations and how they influence decision-making.

Please include any evidence relating to but not limited to:

- pupils with SEND;
- children in need, children looked after and previously looked after;
- pupils eligible for free school meals;
- pupils from disadvantaged backgrounds; and
- pupils from minority ethnic groups.

If this is not applicable to you, please put N/A.

23. We are interested in how your school uses internal suspension, or how the most comparable approach used in your setting operates in practice, specifically looking at:

    - What kind of pupil behaviour would lead to an internal suspension (or similar)?
    - If your school differentiates between removal from the classroom and internal suspension, how do you decide which approach is most appropriate?
    - What activities do pupils undertake whilst out of the classroom?
    - What is the typical duration?
    - What factors are considered when deciding to use an on-site removal practice or a suspension (where the pupil is not permitted to attend the school site for a fixed period)?

- What support, if any, is provided to support a pupil's return to their usual school lessons?

For schools that do not use the term internal suspension, please answer in relation to the most comparable practice used in your setting.

If this is not applicable to you, please put N/A.

For Experts, Academics, Representative Bodies and Charities

We recognise that relevant evidence may not always be publicly available. Respondents are encouraged to share unpublished research, evaluations, analyses, administrative data, organisational learning, and examples of emerging practice where these can contribute to understanding the use, implementation and impact of on-site removal practices and internal suspension.

If you do not have any information or evidence to provide for the questions in this Part, please enter 'N/A' in the relevant response box.

24. What evidence is there on the use, implementation and impact of on-site removal practices and internal suspension in schools?

    You may wish to include evidence on:

    - how on-site removal practices and internal suspension are defined and understood;
    - the purposes for which they are used;
    - the behaviours that typically lead to their use;
    - how they operate in practice;
    - variation in use between schools;
    - their impact on behaviour, attendance, engagement and educational outcomes including the impact on the other pupils and staff in the classroom;
    - their impact on pupil wellbeing, inclusion and sense of belonging; and
    - any evidence relating to unintended consequences or risks.

Please provide references, citations, links or details of unpublished evidence where possible. This may include evidence from the UK or internationally.

25. What evidence is there on the most and least effective approaches to on-site removal practices, and where are the most significant evidence gaps?

We welcome both published and unpublished evidence, including evaluations, operational data, practitioner research and organisational learning.

Please include evidence on:

- approaches associated with positive pupil outcomes;
- approaches associated with poorer outcomes;
- factors that influence effectiveness;
- examples of promising practice; and
- the most significant gaps in the current evidence base.

Please provide references, citations, links or details of unpublished evidence where possible.

26. What evidence can you provide on the understanding and distinction between internal suspension and other on-site removal practices?

Please provide references or examples of relevant research, evaluations or data where available.

27. What evidence is there on how the use or impact of on-site removal or internal suspension differs for groups of pupils?

Please include any evidence relating to but not limited to:

- pupils with SEND;
- children in need, children looked after and previously looked after;
- pupils eligible for free school meals;
- pupils from disadvantaged backgrounds; and
- pupils from minority ethnic groups.

Please indicate where findings relate to particular pupil groups, school phases or educational settings, and provide references, citations, links or details of unpublished evidence where available.

Reintegration Approaches after Suspension

Context

Schools use a range of approaches to support pupils returning to school following a suspension. These may include meetings with pupils and parents or carers, written plans, additional pastoral or behavioural support, phased returns, and other activities intended to promote successful reintegration, improve behaviour and reduce the likelihood of further suspensions.

We recognise that schools use different terminology and approaches. In this section, we are interested in understanding the support schools currently provide following a suspension, the challenges they face, and the evidence on what works well.

We are also interested in how reintegration approaches meet the needs of vulnerable pupils and families. This may include pupils with SEND, children in need, looked-after and previously looked-after children, pupils eligible for free school meals, pupils from disadvantaged backgrounds, pupils from minority ethnic backgrounds, and families facing barriers to engagement with schools.

Questions

On school practices

The following questions are about reintegration approaches following a suspension. Please answer the questions based on your or your school's current practice, regardless of the terminology used locally.

For the purposes of these questions, the **term 'suspension' refers to where a pupil is temporarily removed from the school site for a fixed period on disciplinary grounds.** It does not refer to internal suspension or other on-site removal practices considered elsewhere in this Call for Evidence.

28. Which of the following approaches does your school use to support a pupil's return to the classroom following a suspension?

Please reference the glossary of terms section at the beginning.

If this is not applicable to you, please select N/A in the table below.

Approach	Never	Rarely	Sometimes	Often	Always	N/A
Reintegration meeting	☐	☐	☐	☐	☐	☐

Written reintegration plan	☐	☐	☐	☐	☐	☐
Parent/carer meeting separate from a reintegration meeting	☐	☐	☐	☐	☐	☐
Pupil support plan	☐	☐	☐	☐	☐	☐
Phased return	☐	☐	☐	☐	☐	☐

If you do not use one of the approaches above please state what approaches you do use in your school and why.

29. Please provide examples of reintegration approaches that have been effective, ineffective in your school.

    You may wish to include:

    - the circumstances in which the approach was used;
    - the support provided;
    - the outcomes achieved;
    - the factors that led to effectiveness or ineffectiveness of the approach; and
    - why you consider it to have been effective/ineffective.

    If this is not applicable to you, please put N/A.

30. What challenges, if any, does your school face when arranging or delivering reintegration following a suspension?

    You may wish to include:

    - pupil participation;

- parental engagement;
- staffing capacity and workload including staff confidence, skills and training;
- identifying appropriate support, including working with external services;
- monitoring agreed actions; and
- reasons why particular approaches are not used.

Please provide examples or evidence where available.

If this is not applicable to you, please put N/A.

For Experts, Academics, Representative Bodies and Charities

We welcome published and unpublished evidence, including research, evaluations, organisational data, practitioner evidence and learning from practice. Please avoid including identifiable personal information.

If you do not have any information or evidence to provide for the questions in this Part, please enter 'N/A' in the relevant response box.

31. What evidence is there on the effectiveness and impact of reintegration approaches following suspension on:
    - the reduction of multiple suspensions and permanent exclusions;
    - supporting pupils following a suspension;
    - pupil attendance;
    - pupil behaviour;
    - pupil wellbeing; and
    - parental engagement

Please provide details of any relevant research, evaluations, data or publications and include references or links where possible.

32. What evidence is there on the most effective reintegration approaches for vulnerable pupils or families?

Please include any evidence relating to but not limited to:

- pupils with SEND;
- disadvantaged pupils;
- Children in Need;
- looked-after children or previously looked after children;
- pupils eligible for free school meals;
- pupils from minority ethnic groups; and
- families facing barriers to engagement with schools.

Please provide references to any supporting evidence and highlight any gaps in the evidence base.

Schoolwork provided during the first 5 days of an exclusion

Context

Whilst the statutory duty on governing boards or local authorities is to arrange full-time education from the sixth school day of a suspension or permanent exclusion, there is an obvious benefit to a pupil in starting this provision as soon as possible. Suitable and meaningful schoolwork can help maintain continuity of learning and preserves a pupil's connection with their school and curriculum.

Where it is not possible, or not appropriate, to arrange full-time education during the first five school days of a suspension or permanent exclusion, schools should take reasonable steps to set and mark work for the pupil. Online pathways such as Google Classroom or Oak Academy can be used but schools should ensure that the work set is accessible and achievable by the pupil outside school.

This section is about the schoolwork pupils are expected to complete during the first five school days of a suspension or permanent exclusion, while they are not attending their usual classroom or activities.

We are seeking evidence on how these arrangements operate in practice, including how work is provided, the extent to which pupils engage with it, how schools support participation, and whether approaches differ for particular groups of pupils, including pupils with SEND, pupils with an Education, Health and Care Plan, children in need, pupils eligible for free school meals and other vulnerable or disadvantaged groups.

Questions

On school practices

For the purposes of these questions, the term 'suspension' refers to where a pupil is temporarily removed from the school site for a fixed period on disciplinary grounds**.** It does not refer to internal suspension or other on-site removal practices considered elsewhere in this Call for Evidence.

33. During the first five school days of a suspension or permanent exclusion, does your school normally provide schoolwork for pupils?

    Please select one:

    ☐ Always

    ☐ Usually

    ☐ Sometimes

    ☐ Rarely

☐ Never

☐ Not applicable

34. How does your school provide suitable and meaningful schoolwork during the first 5 school days of a suspension or permanent exclusion?

    You may wish to include:

    - the type of schoolwork provided and how closely the work reflects the curriculum;
    - how pupils access it;
    - support available if the pupil does not understand the work;
    - how the schoolwork is adapted to meet individual pupil needs including any reasonable adjustments;
    - how completion is monitored;
    - arrangements for feedback or marking including impact on staff workload; and
    - how pupils and parents/carers are encouraged to engage and complete the schoolwork.

If this is not applicable to you, please put N/A.

35. In your experience, what is the main purpose of providing schoolwork during the first 5 school days of suspension or permanent exclusion?

    Please select one:

    ☐ Maintaining continuity of learning

    ☐ Preventing pupils falling behind

    ☐ Supporting reintegration back into school

    ☐ Maintaining a sense of belonging to school and supporting wellbeing

    ☐ Providing structure and purpose during time out of school

    ☐ Not applicable

☐ Other

If other, please specify:

36. What challenges, resource implications or practical barriers, if any, does your school face when providing schoolwork during the first 5 school days of suspension or permanent exclusion?

    Please provide examples, case studies or evidence you feel may be relevant to your answer.

If this is not applicable to you, please put N/A.

37. What approaches have been effective in supporting engagement with the schoolwork set during the first 5 school days of a suspension or permanent exclusion?

    You may wish to include:

    - whether pupils engage with and complete the work provided;
    - whether engagement varies according to the circumstances leading to the suspension or permanent exclusion;
    - whether parents/carers support and encourage pupils to engage with the work;
    - the characteristics of work that pupils are most likely to engage with;
    - whether the work supports continuity of learning;
    - whether the work is perceived as meaningful and relevant by pupils; and
    - any impact on the pupil's engagement with learning, reintegration or subsequent behaviour.

If this is not applicable to you, please put N/A.

For Experts, Academics, Representative Bodies and Charities

We welcome published and unpublished evidence, including research, evaluations, organisational data, practitioner evidence and learning from practice. Please avoid including identifiable personal information.

If you do not have any information or evidence to provide for the questions in this Part, please enter 'N/A' in the relevant response box.

38. What evidence is there on the impact of providing schoolwork during the first 5 school days of suspension and permanent exclusion on a pupil's education and engagement?

    You may wish to include evidence on:

    - continuity of learning;
    - pupil engagement levels;
    - pupil wellbeing, sense of belonging and school connection;
    - pupil attainment; and
    - successful reintegration into school.

Please provide details of relevant research, evaluations, data or publications and include references or links where available.

39. What evidence is there on factors that influence pupils' participation in and completion of work during their suspension or permanent exclusion?

    You may wish to include evidence on:

    - the type and quality of work provided;
    - methods of delivery;
    - parental support;
    - pupil motivation and engagement; and
    - feedback or marking arrangements.

Please support your response with references to relevant evidence, research or evaluations where possible.

40. What evidence is there on how access to schoolwork, participation in the work provided, and educational outcomes vary for different groups of pupils during the first 5 school days?

    Please include any evidence relating to but not limited to:

    - pupils with SEND;
    - children in need;
    - children looked after and previously looked after;
    - pupils eligible for free school meals;
    - pupils from disadvantaged backgrounds;
    - pupils from minority ethnic groups; and
    - other groups who may face barriers to engagement.

    Please provide references to any relevant evidence and identify where findings relate to particular pupil groups, phases or school types. Please also highlight any important evidence gaps.

Part 3: Questions for parents and carers

This section is for parents and carers. We want to understand your experiences of your child's school's behaviour practices, including on-site removal, reintegration after suspension, and the provision of schoolwork during the first five school days of a suspension or permanent exclusion.

Please answer only the questions that are relevant to your experience and that you feel comfortable answering.

If you have more than one school-aged child, please answer all questions in relation to your oldest school-aged child. This will help us understand how the experiences described across different sections relate to the same child. Please consider your child's experiences from September 2025 to the present.

If you wish to share experiences relating to another child, please make this clear in any free-text response. You may also submit a separate response for that child.

On-site removal practices and Internal Suspension

The following questions are about occasions when a child is removed from some or all of their usual lessons for reasons related to behaviour but remains at school.

Throughout this section we use the term **"on-site removal practice"** to describe these situations. Schools may use different terms.

Please answer based on what happened in practice, whatever term the school used. This includes occasions where your child may not have been continuously supervised, may not have received education or schoolwork, or was removed for longer than expected.

We recognise that this may be a sensitive topic. Please answer only the questions you feel comfortable answering. You may select "Prefer not to say".

41. Has your child ever experienced an on-site removal for behaviour-related reasons at school?

    ☐ Yes

    ☐ No

    ☐ Don't know

    ☐ Prefer not to say

42. What was the terminology used at your child’s school to refer to this on-site removal?

    Please select one:

    ☐ Internal suspension

    ☐ Internal exclusion

    ☐ Isolation

    ☐ Reflection

    ☐ Removal from lesson/classroom

    ☐ Behaviour support provision

    ☐ Time-out

    ☐ Don’t Know

    ☐ Other

If other, please specify:

43. To your knowledge, does your child's school behaviour policy explain when on-site removal practices may be used?

    ☐ Yes

    ☐ No

    ☐ Don't know

    ☐ Prefer not to say

44. Before an on-site removal takes place, how clearly does the school explain:

	Very Clearly	Somewhat Clearly	Not very clearly	Not clear at all	N/A
Why the on-site removal was used	☐	☐	☐	☐	☐

How long the on-site removal lasted or was expected to last	☐	☐	☐	☐	☐
What your child would be doing during the on-site removal	☐	☐	☐	☐	☐
How your child would be supported when returning to lessons	☐	☐	☐	☐	☐

45. What support did the school provide to your child during or after the internal suspension?

46. Overall, how would you describe your experience of the on-site removal process?

    Please select one:

    ☐ Very positive

    ☐ Somewhat positive

    ☐ Neither positive nor negative

    ☐ Somewhat negative

    ☐ Very negative

    ☐ Prefer not to say

47. Is there anything else you would like to tell us about the use of on-site removal in your child's school?

Reintegration after suspension

The following questions are about reintegration approaches following a suspension where the pupil has been removed from the school premises. It does not refer to internal suspension or other on-site removal practices considered elsewhere in this Call for Evidence.

We recognise that this may be a sensitive topic. Please answer as honestly as you feel comfortable or select "Prefer not to say" if you would rather not answer.

48. Has your child been suspended?

☐ Yes

☐ No

☐ Don't know

☐ Prefer not to say

49. Following your child’s suspension, which of the following did the school provide?

Please select all that apply:

Please refer to the Glossary of terms for descriptions of each of these.

☐ Reintegration meeting

☐ Parent/Carer meeting

☐ Written reintegration plan

☐ Pupil support plan

☐ Part-time timetable/Phased return

☐ Pastoral support

☐ Mentoring

☐ Don’t know

☐ Other

If other, please specify:

50. Thinking about your child's return to school following their suspension, which of the following best describes your involvement in reintegration planning?

    Please select one:

    ☐ A meeting took place and a plan was developed

    ☐ A meeting took place but no plan was developed

    ☐ There was a discussion but no formal meeting

    ☐ A plan was developed for my child, but there was no meeting or discussion

    ☐ There was no meeting, discussion or plan

    ☐ Don't know

    ☐ Prefer not to say

51. Thinking about the support provided following your child's suspension, how would you, as parent or carer, rate the following?

	Very good	**Good**	**Poor**	**Very poor**	**Not applicable**
Communication from the school	☐	☐	☐	☐	☐
Opportunity for you to contribute to discussions	☐	☐	☐	☐	☐
Support provided to your child	☐	☐	☐	☐	☐
Clarity of expectations following return	☐	☐	☐	☐	☐

Please provide any additional comments.

You may wish to comment on:

- what worked particularly well;
- what could have been improved; and
- support received by your child or family.

Schoolwork during the first five school days of an exclusion

The following questions are about the provision of schoolwork during a suspension and permanent exclusion. It does not refer to internal suspension or other on-site removal practices considered elsewhere in this Call for Evidence.

We recognise that this may be a sensitive topic. Please answer as honestly as you feel comfortable or select "Prefer not to say" if you would rather not answer.

52. Did your child's school provide schoolwork during the first five days of their suspension or permanent exclusion?

    ☐ Yes

    ☐ No

    ☐ Don't know

    ☐ Prefer not to say

53. How was the work provided?

    Please select all that apply:

    ☐ Online platform (such as Google Classroom or Oak National Academy)

    ☐ Email

    ☐ Paper copies

    ☐ Other

If other, please specify:

54. How well did the school involve you or your child to complete the work provided during the first five days of the suspension or permanent exclusion?

    Please select one:

☐ Very well

☐ Fairly well

☐ Not very well

☐ Not at all

☐ Prefer not to say

55. What factors helped or hindered your child's engagement with the work provided during the suspension or permanent exclusion?

    You may wish to include:

    - support from the school;
    - how the work was provided;
    - the type or amount of work set; and
    - any barriers to completing the work.

If no work was provided, please tell us about any impact this had on your child or their learning.

Department for Education

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