



Wrotham School

Suspension and Exclusion Policy

Ratified/Reviewed by...	Date	Date to be reviewed
LGB	January 2025	January 2026

Equality Statement

Wrotham School strongly promotes equality of opportunity under all circumstances and in all contexts. We actively seek to ensure that all members of our community and all visitors to the school are treated equally. This includes actively ensuring that discrimination or inequality of any kind does not occur on the basis of the following: - Race - Nationality - Gender (including transgender). - Sexual Orientation - Disability - Age - Mental Health - Marital Status.

Discrimination and in equality can be experienced in the following ways, not exclusively: - Inappropriate or offensive language and terminology. - Cultural misrepresentation - Violence/ physical harm. - Bullying - Online Abuse - Disadvantage in all aspects of progress, care and opportunity.

When inequality or discrimination is seen or reported the school will strongly challenge and will work to resolve the issue. All concerns will be taken seriously and investigated fully and without prejudice.

The school will promote and teach the recognised British values of tolerance and respect throughout our school community. The school will monitor, evaluate and develop strategy in response to all incidents of discrimination or inequality. The school community and its leaders will maintain a current awareness of how discrimination and prejudice is experienced and will adjust its approach appropriately.

Statement of intent

At Wrotham School, we understand that good character, behaviour and discipline are essential for promoting a high-quality education.

Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of pupils/ may be necessary where there has been a serious breach, or consistent breaches, of the schools' Behaviour Policies. Suspending or excluding a pupil/student may also be required in instances where allowing the pupil/student to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding pupils/students should only be used as a means of last resort.

This policy is set out to clearly define the legal responsibilities of the headteacher, Local School Governing Body and LA when responding to pupil/student suspensions and exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a pupil's/student's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

A **"suspension"** is defined as the temporary removal of a pupil/student from the school for behaviour management purposes. A pupil/student may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An **"exclusion"** is defined as the permanent removal of a pupil/student from the school, in response to a serious breach or persistent breaches of the schools' Behaviour Policies, and where allowing the pupil/student to remain in school would seriously harm the education or welfare of the pupils/students or staff in the school.

Internal Inclusion is the term given to the use of our Inclusion Room to remove students from circulation as an alternate to suspension. This is used as an adaptation for those who require it or when it is more appropriate than making a suspension from school. To reduce suspension and time out of education this can also be used with suspensions to uphold the rules and standards of the school. This space provides full access to SEND support, curriculum work, literacy and numeracy resources and is fully supervised with social breaks/ movement breaks throughout the day.

The 'headteacher' includes an acting headteacher by virtue (section 579(1) of the Education Act 1996. An acting headteacher is someone appointed to carry out the functions of the headteacher in the headteacher's absence. This will not necessarily be the deputy headteacher: it will depend on who is appointed to the role of acting headteacher. At Wrotham School it is likely to be the Deputy Headteacher or the Assistant Headteacher.

1. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 1996.
- Education Act 2002.
- Education and Inspections Act 2006.
- The Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007.
- Equality Act 2010.
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012.

- The European Convention on Human Rights (ECHR).

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including student movement'.

- DfE (2022) 'Behaviour in Schools'.
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'.
- DfE (2018) 'Mental health and behaviour in schools'.

This policy operates in conjunction with, but is not limited to, the following policies:

- The Behaviour and Character Policy
- Anti-bullying Policy.
- Special Educational Needs and Disabilities (SEND) Policy.
- Safeguarding and Child Protection Policy.

2. Roles and Responsibilities

The Local Authority is responsible for:

- Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of LAC.
- Arranging suitable full-time education for any pupil/student of compulsory school age excluded permanently, in coordination with the school.
- Reviewing and reassessing pupils'/students' needs in consultation with their parents where they have an EHC plan and are excluded permanently, with a view to identifying a new placement.
- Arranging the hearing without delay at a time, date and venue convenient for all parties.
- Ensuring the independent review panel consists of three or five members as appropriate, which represent the required categories.
- Ensuring all panel members and the clerk have received training within the two years prior to the date of the review.
- If requested by parents, appointing a SEND expert to attend the panel and covering the associated costs of this appointment.

The Character Education Trust is responsible for:

- Arranging for an independent review panel hearing to review the decision of the Local Governing Body not to reinstate a permanently excluded pupil/student where required.

The School is responsible for:

- Providing information to the Secretary of State and LA about any suspensions and exclusions within the last 12 months.
- Arranging suitable full-time education for any pupil/student of compulsory school age who is suspended.
- Considering parents' representations about suspensions and exclusions within 15 school days of receiving notice if the appropriate requirements are met.
- Where a suspension or exclusion would result in a pupil/student missing a public examination or test, considering the suspension or exclusion before this date.
- Considering whether it would be appropriate for a pupil/student to be permitted onto the school premises to sit the public examination or test.
- Arranging the representation meeting at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Adhering to its responsibilities to consider the reinstatement of pupils/students.
- Considering the interests and circumstances of the suspended or excluded pupil/student,

Including the circumstances in which they were suspended or excluded, and have due regard to the interests of others at the school.

- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to a suspension or exclusion.
- Ensuring clear minutes are taken of the representation meeting.
- Noting the outcome of the representation meeting on the pupil's/student's education record, along with copies of relevant papers for future reference.
- Notifying the pupil's/student's parents, the headteacher and the LA of its decision and the reasons for it, without delay.
- Appointing a clerk to provide advice to the relevant panel and parties to the review on procedure, law and statutory guidance on suspensions and exclusions.
- Where appropriate, informing parents of where to apply for an independent review panel.
- Informing parents of relevant sources of information.
- Ensuring a pupil's/student's name is removed from the school admissions register, where appropriate.
- Reconvening within 10 school days to reconsider reinstatement of a pupil/student where directed to do so by the suspensions and exclusions review panel.
- Using data to evaluate the school's practices regarding intervention, suspension and exclusion.

The clerks to the suspensions and exclusions review panels is responsible for:

- Informing the appropriate individuals that they are entitled to:
 - Make written representations to the panel.
 - Attend the hearing and make oral representations to the panel.
 - Be represented.
- Circulating copies of relevant papers at least five school days before the review to all parties.
- Giving all parties details of those attending and their role, once the position is clear.
- Attending the review and ensuring that minutes are produced in accordance with instructions from the panel within the time frame of the policy.

The headteacher is responsible for:

- Implementing good levels of discipline to ensure all pupils/students can benefit from the opportunities provided by education and to minimise potential suspensions and exclusions.
- Applying the civil standard of proof when establishing the facts in relation to a suspension or exclusion. Making decisions based on 'the balance of probability'
- Complying with their statutory duties in relation to pupils/students with SEND when administering the suspension or exclusion process, as outlined in the Special Educational Needs and Disability (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred.
- Considering the use of a multi-agency assessment for a pupil/student who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspensions and exclusions as sanctions, e.g. if a pupil/student has received multiple suspensions or is approaching the legal limit for suspensions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils/students, particularly those with SEND, those eligible for FSM, LAC

and those from certain ethnic groups.

- Engaging effectively with parents in supporting the behaviour of pupils/students with additional needs.
- Determining whether a pupil/student will be suspended or excluded on disciplinary grounds.
- Withdrawing any suspensions or exclusions that have not been reviewed by the Local Governing Body, where appropriate.
- Ensuring any decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to suspend or exclude a pupil/student.
- Ensuring they have considered their legal duty of care when sending a pupil/student home following a suspension or exclusion.
- Making the decision to suspend or exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Notifying a pupil's/student's parents without delay where the decision is taken to suspend or exclude the student, including the days on which the parents must ensure the pupil/student is not present in a public place at any time during school hours, as well as any other necessary information statutorily required.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the Local Governing Body and LA of their decision to exclude a pupil/student where appropriate, as well as the pupil's/student's home authority if required.
- Notifying the Local Governing Body once per term of any exclusions in the headteacher's report to governors.
- Organising suitable work for excluded pupils/students where alternative provision cannot be arranged.

3. Grounds for suspension or exclusion

Wrotham School will only suspend or exclude a pupil/student where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the schools' Character and Behaviour Policies, have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil/student:

- Physical assault against a pupil/student.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil/student.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item.
- Bullying.
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse.
- Disruptive and persistent disruptive behavior.

The above is not an exhaustive list and the headteacher reserves the right to use their discretion.

Pupils/students can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, pupils/students can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a pupil/student will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

4. The headteacher's power to suspend and exclude

Only the headteachers have the power to suspend or exclude a pupil/student from a school, and is able to decide whether either a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds. In the case of the Headteacher being absent this power and responsibility will be delegated to the next Senior Member of staff – The Deputy Headteacher or the acting headteacher as delegated on the day.

When sending a pupil/student home following any suspension or exclusion, the school will notify parents at the earliest opportunity – this might be by telephone or email by a member of the Pastoral Team or Senior Leaders the headteacher will ensure that they exercise their duty of care at all times and will always inform the parents in writing.

Any decision made to suspend or exclude a pupil/student will be lawful, proportionate and fair, with respect to legislation relating directly to suspensions and exclusions and the school's wider legal duties, including the ECHR. At all times, the headteachers will take into account their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds, e.g. race, sex, or disability, and will not increase the severity of a pupil's/student's suspension or exclusion on these grounds.

The headteacher will apply the civil standard of proof when responding to the facts relating to a suspension or exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.

The headteacher may cancel any suspension or exclusion that has already begun; however, this power will only be used if the suspension or exclusion has not already been reviewed by the governing board. Where a suspension or exclusion is cancelled, the headteacher will notify the pupil's/student's parents, the Local Governing Body, the LA, and, where relevant, the virtual school head (VSH) and the pupil's/student's social worker.

The headteacher will offer the pupil's/student's parents the opportunity to meet with the headteacher to discuss the circumstances that led to the cancellation of the exclusion, and the pupil/student will be allowed back into school.

The headteachers will report the number of suspensions and exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to their Local Governing Body, to allow the Local Governing Body to have appropriate oversight.

The headteachers will not issue any 'informal' or 'unofficial' suspensions or exclusions, e.g. sending a pupil/student home to 'cool off', regardless of whether the parents have agreed to this. The headteacher will not use the threat of suspension or exclusion as a means of instructing parents to remove their child from the premises.

All suspensions and exclusions will be formally recorded.

5. Factors to consider when suspending or excluding a student

When considering the suspension or exclusion of a pupil/student, the headteacher will:

- Allow the pupil/student the opportunity to present their case once evidence has been collected.
- Students views and feelings will always be sought.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's/student's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the pupil/student has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess students who demonstrate consistently poor behaviour.

The headteacher will consider what extra support may be available for vulnerable pupil/student groups whose suspension and exclusion rates are higher, to reduce their risk of suspension or exclusion, including the following:

- LAC.
- Pupils/students eligible for FSM.
- Pupils/students with SEND.
- Certain ethnic groups.

The headteacher will give additional consideration when excluding LAC, those with SEMH issues or pupils/students with an EHC plan. Where any member of staff has concerns about vulnerable pupil/student groups and their behaviour, they will report this to their headteacher, who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities.

Where SEND or SEMH issues are identified the headteacher may look to reduce the impact of the sanction or adapt this to accommodate their needs. Any links between behavior and the SEND status of a child will be considered in any sanction if appropriate to do so. Adaptations may be made to the sanction if appropriate to do so to accommodate/ meet each child's needs. In accordance with the Equality Act 2010, a pupil/student with identified SEND or SEMH issues will not be suspended or excluded before the support in place and the relative behavior has been considered by the school. This will include understanding if the support in place for each child has been appropriate and all steps have been taken to ensure that needs are met.

Where a pupil/student with SEND or SEMH issues is excluded detailed records will be kept highlighting that these pupils/students are closely tracked. We will take students to 'surgery', refer to STLS and take to LIFT and support with in school interventions to prevent further suspension from school.

The headteacher will work in conjunction with the parents of any pupil/student with additional needs to achieve the most effective support mechanisms.

6. Preventative measures

Before taking a final decision to exclude, the headteachers will consider whether it is in the best interests of all parties to initiate off-site directions or managed moves as preventative measures to exclusion.

Inclusion Room

The school operates an internal “Inclusion Room” – this is a space where students follow a full curriculum outside of the mainstream school. This room is used as a sanction to avoid suspension/ exclusion from school and requires students to follow a full session of their curriculum with resources and to undertake restorative work.

This space is used as an alternative to suspension and is not recorded as a suspension – its use ensure the continuity of education whilst sanctioning challenging behavior.

The room is a comfortable and silent working space on school site that is supervised by members of the schools leadership team and inclusion officers.

Use of this room is not a suspension/ exclusion and therefore the school reserves the right to direct students to this space, when fair, reasonable and proportionate.

This space maybe used for single periods or for a number of days.

Students are provided with lunch, water and socialization breaks throughout the day.

Students are measured on their behavior in this space and breaches of the silent working rules of the space may require escalated sanction including additional time, detention and suspension from school.

Parents will be informed by phone or email when their child has been placed in the Inclusion Room for longer than 1 period or session during the day.

The use of our Inclusion room and the direction of students to this space is not negotiable as it is a key element of the school day and attendance

This room may be used to make adaptations for vulnerable of SEND students as an alternative to suspension as part of ensuring their needs are met. Students have access to all wellbeing and SEND support they would normally receive each day in line with any personal plans.

The school fully monitors the use of this room, collects and monitors appropriate data and quality assures the provision on a regular and ongoing basis.

Off-site direction

The Headteacher may use their general powers to arrange for any registered pupil/student to attend at any place outside the school premises for the purpose of receiving educational provision intended to improve their behaviour.

The Local Governing Body and the headteacher will decide, in communication with the pupil/student and their parents, whether off-site direction is an appropriate solution to manage a pupil's/student's behaviour and avoid suspension or exclusion. Where all parties agree to this course of action, the school will work with the pupil/student and their parents to discuss and agree a plan for the off-site direction, including a proposed maximum period of time that the pupil/student will be at the alternative provision and any alternative options that will be considered once the time limit has been reached, e.g. managed moves.

The Headteacher will notify parents, and the LA if the pupil/student has an EHC plan, in writing with information about the placement no later than two school days before the relevant day.

The schools will keep any off-site placements under review by holding review meetings at intervals deemed appropriate by their Local Governing Body; the headteacher will ensure, where possible, that review meetings are convened at a time suitable for the pupil's/student's parents, and will invite parents in writing to each review meeting no later than six days before that date. Where parents request, in writing, that the Headteacher holds a review meeting, the Headteacher will arrange review meetings in response, as soon as is reasonably practicable, unless there has been a review meeting in the previous 10 weeks.

The Headteacher will decide at each review meeting whether the arrangement will continue and for what period of time; the meeting will also decide arrangements for further reviews. Reviews will be recorded in writing, including any decisions made regarding the placement.

Managed moves

Where it is thought to be in a pupil's/student's best interest to transfer them to another mainstream school permanently, the headteacher will discuss this with the parents of the pupil/student, and the LA if the pupil/student has an EHC plan – managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.

The schools will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. The schools will participate in information sharing with the pupil's/student's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. The schools will also cooperate with the pupil's/student's new school to create an effective integration strategy.

Parents who have concerns that a managed move is being forced on them or who are unhappy with a managed move will be referred to the Complaints Policy.

7. Duty to inform parents

Following a headteacher's decision to suspend or exclude a pupil/student, they will immediately inform the parents, in person or by telephone, supported by email communication, of the period of the suspension, or permanency of the exclusion, and the reasons behind this.

The headteacher will inform the parents in writing (or electronically if written permission has been received from the parents for notices to be sent this way) of the following:

- The reasons for the suspension or exclusion.
- The length of the suspension or permanency of the exclusion.
- Their right to raise any representations about the suspension or exclusion to the Local Governing Body, including how the pupil/student will be involved in this and how the representations will be made.
- Their right to attend a meeting where there is a legal requirement for the Local Governing Body to consider the suspension or exclusion, and the fact that they are able to bring an accompanying individual.
- The arrangements that have been made for the pupil/student to continue their education prior to the organisation of any alternative provision, or the pupil's/student's return to school.
- Relevant sources of free, impartial information.

Where the pupil/student is of compulsory school age, the headteacher will inform the parents by the end of the afternoon session that for the first five days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents may receive a penalty fine if they fail to do so.

Where the headteacher has arranged alternative provision, they will also inform the parents of the following:

- The start and end date for any provision of full-time education.
- The address at which the provision will take place.
- Any information necessary for the student to identify the person they should report to on the starting date.

Where the headteacher is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within 48 hours of the pupil/student beginning the provision. If the alternative provision is due to begin before the sixth day of the suspension or exclusion, the headteacher is able to give less than 48 hours of notice, with parental consent.

If the headteacher has decided to suspend the pupil/student for a further fixed period following their original suspension, or to permanently exclude them, they will notify the parents without delay and issue a new suspension or exclusion notice to parents- this can only happen if new information comes to light regarding the original incident.

8. Duty to inform the Local Governing Body and LA

The headteachers will inform the Local Governing Body, without delay, of the following:

- Any permanent exclusions (including where a suspension is followed by a decision to permanently exclude the pupil/student).
- Any suspensions which would result in the student being suspended for more than 5 school days in a term.
- Any suspensions or exclusions which would result in the student being absent from an examination or national curriculum test. Wrotham School will do everything we can to ensure all examinations are sat.

For any suspensions and exclusions, other than those above, the headteachers will notify the Local Governing Body.

The headteacher will inform the LA of all suspensions or exclusions, regardless of their length, without delay.

All notifications to the Local Governing Body and LA will include the reasons for suspension or exclusion and the duration of any suspension.

If a pupil/student who is suspended or excluded lives outside the LA in which the school is located, the headteacher will notify the pupil's/student's 'home authority'.

9. Duty to inform social workers and the virtual school head (VSH)

When a pupil/student has been suspended or excluded, the headteacher will, without delay, notify the pupil's/student's social worker, if they have one, and the VSH, if they are a looked-after child. This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.

Social workers and/or the VSH will also be informed when a meeting of the Local Governing Body is taking place, or a reintegration meeting with the headteacher is taking place and will be invited to attend the meeting should they wish to do so.

10. Arranging education for suspended and excluded students

For any suspensions of more than five school days, the school will arrange suitable full-time education for the pupil/student, which will begin no later than the sixth day of suspension. Where a pupil/student receives consecutive suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension. For exclusions, full-time education will be provided for the pupil/student from the sixth day of exclusion.

The school will not arrange full-time education for any pupil/student who is currently in their final year of compulsory education, and who does not have any further public examinations to sit.

The school is aware that it is beneficial to suspended and excluded pupils/students to begin their alternative education arrangements before the sixth day of suspension or exclusion; therefore, the School will always attempt to arrange alternative provision before the sixth day. Where it is not possible to arrange alternative provision during the first five days, the schools will ensure that they take reasonable steps to set and mark work for the pupil/student.

If a student with SEND has been suspended or excluded, the school will ensure that:

- Any alternative provision is arranged in consultation with the pupil's/student's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed or the pupil's/student's needs are reassessed, in consultation with the pupil's/student's parents.

11. Considering suspensions and exclusions

The Headteacher and Local Governing Body will consider any representations made by parents regarding suspensions and exclusions.

Parents and, where requested, a friend or representative, the headteacher, and a member of the LA will be invited to attend any consideration of suspensions and exclusions and will be able to make representations. Any meeting to consider reinstatement of a pupil/student will be arranged at a date and time convenient for all parties, and in compliance with any statutory time limits.

Where it is appropriate to the pupil's/student's age and level of understanding, the student can also attend any consideration meeting, and will be enabled to make a representation on their own behalf if they desire to do so.

The Local Governing Body will consider the reinstatement of a suspended or excluded pupil/student, where:

- The exclusion is permanent.
- The suspension is fixed-period, and would bring the pupil's/student's total number of suspended school days to more than 15 in any given term.
- The suspension or exclusion would result in the pupil/student missing a public examination.

In the case of a suspension where the pupil's/student's total number of suspended days is more than 5 but less than 15 school days within a term, if requested by the parents, the Local Governing Body will consider suspensions within 50 school days of receiving notification. Where the pupil's/student's total number of suspended school days does not amount to more than 5, in the absence of any such representations, the Local Governing Body are not required to meet and cannot direct the reinstatement of the pupil/student.

Where suspension or exclusion would result in a pupil/student missing a public examination, the Local Governing Body will consider the suspension or exclusion before the test to decide whether the pupil/student should be reinstated in time to take the examination.

If it is not practicable for a sufficient number of governors to consider the decision before the examination, a smaller sub-committee will consider the suspension or exclusion and decide whether or not to reinstate the pupil/student.

In light of the above, the Local Governing Body will also consider whether it would be appropriate to allow the suspended or excluded student to enter the premises to take the examination.

When considering the reinstatement of a pupil/student, the Local Governing Body will:

- Only discuss the suspension or exclusion with the parties present at the meeting.
- Ask for any written evidence prior to the meeting.
- Circulate any written evidence and information to all parties, at least five school days in advance of the meeting.
- Allow pupils/students and parents to be accompanied by a person of their choice to the meeting.
- Consider what reasonable adjustments need to be made to support the attendance and contribution of parties at the meeting.
- Identify the steps needed to enable and encourage the suspended or excluded pupil/student to attend the meeting and speak on their behalf, or how they may contribute personal views by other means if attendance is not possible.
- Consider the interests and circumstances of the student, including the grounds for suspension or exclusion.

12. Reaching a decision

After considering suspensions and exclusions, the Local Governing Body will either:

- Decline to reinstate the pupil/student.
- Direct the reinstatement of the pupil/student immediately, or on a specified date.

If reinstatement would make no practical difference, e.g. if the pupil/student has already returned to school following a suspension or the parents make clear they do not want their child reinstated, the Local Governing Body will still consider whether the pupil/student should be officially reinstated, and whether the headteacher's decision to suspend or exclude the student was fair, lawful and proportionate, based on the evidence presented.

The Local Governing Body will apply the civil standard of proof when responding to the acts relating to a suspension or exclusion, i.e. that on the 'balance of probabilities' it is more likely than not that the facts are true.

To reach a decision, the Local Governing Body will:

- Identify the steps they intend to take to ensure that all parties involved will have the opportunity to participate and present their views.
- Ensure that minutes are taken of the meeting as a record of the evidence that was considered.
- Ask all parties to withdraw from the meeting before concluding their decision.
- Consider whether the suspension or exclusion of the pupil/student was lawful, proportionate and fair, taking into account the headteacher's legal duties and any evidence that was presented to the governing body in relation to the decision.
- Record the outcome of the decision on the pupil's/student's educational records, along with copies, which will be kept for at least six months.
- Make a note of their findings, where they have considered a suspension or exclusion but cannot reinstate the student.

13. Notification of considered suspensions and exclusions

The Local Governing Body will notify the parents of the suspended or excluded pupil/student, the headteacher, and the LA of their decision following the consideration of a suspension or exclusion, in writing and without delay.

In the case of exclusion, where the Local Governing Body decide not to reinstate the pupil/student, they will notify the parents:

- That the exclusion is permanent.
- Of their right for it to be reviewed by an independent review panel.
- Of the date by which an application for review must be made.
- Of the name and address of whom the review application should be submitted to.
- That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how a student's SEND is considered relevant to the exclusion.
- That, regardless of whether a pupil/student has been identified as having SEND, the parents have a right to require the governing board to ensure a SEND expert attends the review.
- Of the role of the SEND expert that will attend the review, and that the parents will not be charged for this.
- That they are required to make it clear if they wish for a SEND expert to attend the review.
- That they may appoint someone at their own expense to make representations to the panel.

The Local Governing Body will also notify parents that, if they believe a suspension or exclusion has been issued as a result of discrimination, then they are required to make a claim under the Equality Act 2010, and that this should be within six months of when the discrimination allegedly took place.

After any conclusion, the Local Governing Body will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

14. Removing excluded students from the school register

The headteachers will remove pupils/students from the school register if:

- 15 school days have passed since the parents were notified of the relevant Local School Board's decision not to reinstate the pupil/student and no application for an independent panel review has been received.
- The parents have stated in writing that they will not be applying for an independent panel review following an exclusion.

If an application for an independent panel review has been made within 15 school days, the headteachers will wait until the review has been determined, or abandoned, and until the Local Governing Body have completed any reconsideration that the panel recommended or directed it to carry out, before removing the pupil/student from the school register.

If a pupil's/student's name is to be removed from the register, the headteacher will make a return to the LA, which will include:

- All the particulars which were entered in the register.
- The address of any parent with whom the pupil/student normally resides.
- The grounds upon which the pupil's/student's name is to be removed from the register.

Any return to the LA will be made as soon as the grounds for removal are met and no later than the date in which the pupil's/student's name was removed.

If a pupil's/student's name has been removed from the register and a discrimination claim is made, the pupil/student may be reinstated following a decision made by the First-tier Tribunal (SEND) or County Court.

Whilst a pupil's/student's name remains on the admissions register, the appropriate code will be used to mark the pupil's/student's attendance:

- Code B: Education off-site.
- Code D: Dual registration.
- Code E: Absent and not attending alternative provision.

15. Independent review panel

The Trust Board will review a Local Governing Body decision not to reinstate an excluded pupil/student if the parents submit their application for this within the required time frame.

The Trust Board will constitute an independent review panel of three or five members that represent the following categories:

- A lay member to chair the panel. This individual will not have worked in any school in a paid capacity.
- A current or former school governor who has served for at least 12 consecutive months in the last 5 years.
- A headteacher or individual who has been a headteacher within the last 5 years.

Parents are required to submit their applications within:

- 15 school days of the Local School Board's notification of their decision.
- 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.

Any application made outside of the above time frame will not be reviewed. Parents are able to request an independent panel review even if they did not make a case to, or attend, their Local School Board's initial consideration of the exclusion.

The LA will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance.

16. Appointing a SEND expert

If requested by parents in their application for an independent review panel, the LA or Trust Board will appoint a SEND expert to attend the panel and covers the associated costs of this appointment. Parents have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their child has SEND.

The Trust will make arrangements to indemnify the SEND expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith.

An individual will not serve as a SEND expert if they have, or at any time have had, any connection with the LA, school, parents or pupil/student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their ability to act impartially; however, an individual is not taken to have such a connection solely because they are an employee of the LA.

The SEND expert will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND. Examples of suitable individuals include educational psychologists, specialist SEND teachers, SENCOs and behaviour support teachers.

Recently retired individuals are not precluded from fulfilling this role; however, during interview, the Trust Board will assess the knowledge of such individuals in order to ensure that they have a good understanding of current practice and the legal requirements on schools in relation to SEND.

Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, the Trust, they will not have had any previous involvement in the assessment or support of SEND for the excluded pupil/student, or siblings of the excluded pupil/student. The Trust will request that prospective SEND experts declare any conflict of interest at the earliest opportunity.

The final decision on the appointment of a SEND expert is for the Trust Board to make, but it will take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEND expert. Where possible, this will include offering parents a choice of SEND expert. In order to meet its duties within the statutory time frame, the Trust will consider maintaining a list of individuals capable of performing the role of SEND expert in advance of a request.

The Trust will determine the amount of any payment in relation to the appointment of the SEND expert, such as financial loss, travel and subsistence allowances.

17. The role of the SEND expert

The SEND expert's role is analogous to an expert witness, providing (orally and/or written) impartial advice to the panel on how SEND might be relevant to the exclusion. The SEND expert will base their advice on the evidence provided to the panel. The SEND expert's role does not include making an assessment of the pupil's/student's SEND.

The focus of the SEND expert's advice will be on whether the school's policies which relate to SEND, or the application of these policies in relation to the excluded pupil/student, were legal, reasonable and procedurally fair. If the SEND expert believes that this was not the case, they will, where possible, advise the panel on the possible contribution this could have made to the circumstances of the pupil's/student's exclusion.

Where the school does not recognise that a pupil/student has SEND, the SEND expert will advise the panel on whether they believe the school acted in a legal, reasonable and procedurally fair way with respect to the identification of any SEND that the pupil/student may potentially have, and any contribution that this could have made to the circumstances of the pupil's/student's exclusion.

The SEND expert will not criticise a school's policies or actions simply because they believe a different approach should have been followed or because another school might have taken a different

approach.

Appointing a clerk

The LA/ Trust Board will decide whether to appoint a clerk to the independent review panel, or to make alternative arrangements to administer the panel.

Where a clerk is appointed, the LA will ensure that the clerk did not serve as clerk to the Local Governing Body when the decision was made not to reinstate the pupil/student.

18. The role of the clerk

The clerk's role is to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions.

The clerk will:

- Identify, in advance of the meeting, whether the excluded pupil/student wishes to attend the panel hearing, taking reasonable steps to enable the pupil/student to feedback their views, irrespective of their attendance.
- Identify, in advance of the meeting, whether any alleged victims of the incident leading up to the exclusion wish to attend the panel hearing, taking reasonable steps to enable them to feedback their views, irrespective of their attendance.
- Ensure that the panel is able to hear from any witnesses to the incident leading to the exclusion, taking into account the fact that some of these people may be pupils/students at the school. Pupils/students under 18 will not be allowed to appear in person without parental consent.
- Inform the parents, headteacher and Local School Board that they are entitled to make oral and written representations to the panel, attend the hearing, and be represented.
- Ensure that all parties are:
 - Provided with copies of relevant papers at least five school days before the review, notifying the panel if any requested documents have not been provided in case the panel wishes to adjourn until a later date.
 - Informed about who is attending the meeting, and what their roles are.
- Attend the review and ensure that minutes are produced in accordance with instructions from the independent review panel.

Where a clerk is not appointed, the LA will undertake the functions outlined above.

19. The duties of the independent review panel

The role of the panel is to review a Local Governing Body's decision not to reinstate an excluded pupil/student. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil/student, including the circumstances in which the pupil/student was excluded, and have regard to the interests of other pupils/students and people working at the school. The panel will apply the civil standard of proof, rather than the criminal standard of 'beyond reasonable doubt'.

Following the review, the panel will do one of the following:

- Uphold the decision.
- Recommend that the Local School Board reconsiders reinstatement.
- Quash the decision and direct that the Local School Board reconsiders reinstatement.

The panel's decision does not have to be unanimous and can be decided by a majority vote. It is binding on the pupil/student, parents, Local Governing Body, headteacher and LA.

Reconsidering reinstatement following a review

Where the independent review panel recommends that a Local Governing Body should reconsider their decision not to reinstate a pupil/student, they will do so within 10 school days of being given notice of the review panel's decision.

The school is aware that if, following a recommendation to reconsider, the Local Governing Body do not offer to reinstate the pupil/student, it will be subject to a financial adjustment. If, following reconsideration, the Local Governing Body offer to reinstate the pupil/student but the parents decline, no adjustment will be made to the school's budget.

Following reconsideration, the Local Governing Body will notify the parents, headteacher and LA of their reconsidered decision and the reasons for this.

20. Criminal investigations

The headteacher will not postpone taking a decision to suspend or exclude a pupil/student due to a police investigation being underway, or any criminal proceedings that are in place.

Particular consideration will be given by the headteacher when deciding to suspend or exclude a pupil/student where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

If a Local Governing Body is required to consider the headteacher's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available.

21. Training requirements

The LA/Trust will ensure that all independent review panel members and clerks have received training within the two years prior to the date of the review. Training will cover:

- The requirements of the legislation, regulations and statutory guidance governing suspensions and exclusions.
- The need for the panel to observe procedural fairness and the rules of natural justice.
- The role of the chair of a review panel.
- The role of the clerk to a review panel.
- The duties of headteachers, Local Governing Body and the panel under the Equality Act 2010.
- The effect of section 6 of the Human Rights Act 1998 and the need to act in a manner compatible with human rights protected by that Act.

Clerks will also have an up-to-date understanding on developments in case law which are relevant to suspension and exclusion.

Using Data

The headteacher will ensure that all data regarding suspensions and exclusions is collected and provided to the Local Governing Body on a regular basis. The Local Governing Body will review this data regularly in order to:

- Consider the level of pupil/student moves and the characteristics of pupils/students who are moving on any permanent exclusions to ensure that this is only being used as a last resort.
- Gather information on pupils/students who are taken off the roll and those who are on the roll but attending education off-site.
- Determine whether there are any patterns of suspensions and exclusions across the trust.
- Consider the effectiveness and consistency in implementing the Behaviour and Character Policy.
- Understand any variations in the rolling average of permanent exclusions to ensure they are only used when necessary.
- Understand the characteristics of suspended and excluded pupils/students and evaluate equality considerations.
- Gather information on where pupils/students are receiving repeat suspensions.
- Evaluate interventions in place to support pupils/students at risk of suspension and exclusion, including where there are patterns, which may indicate that certain policies and support measures are or are not working.
- Analysing whether the placements of pupils/students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives.

End