



THE  
**WALDESLADE  
& GREENACRE**  
SCHOOLS PARTNERSHIP

# Suspension and Exclusion Policy

**Key Document Details:**

<b>Author:</b>	Assistant Headteacher	<b>Department:</b>	Education
<b>Reviewer:</b>	Headteacher	<b>Version No:</b>	1.4
<b>Last Review:</b>	May 2026	<b>Next Review:</b>	May 2027
<b>Approver:</b>	LGB	<b>Date Ratified:</b>	May 2026

# Contents

- Statement of Equality..... 3
- A Note on Off-Rolling ..... 3
- Legislation and Statutory Guidance..... 3
- Definitions..... 4
- Roles and Responsibilities ..... 4
  - The Headteacher..... 4
  - Deciding whether to suspend or exclude ..... 4
  - The Local Governing Body..... 8
- The Local Authority (LA) ..... 11
- Independent Review ..... 11
- School Registers ..... 13
  - Making a return to the LA ..... 13
- Returning from a Suspension ..... 14
  - Reintegration strategy ..... 14
  - Reintegration Meetings..... 14
- Monitoring Arrangements..... 15
- Links with Other Policies ..... 16
- Appendix A..... 17
  - Independent Review Panel Training..... 17
- Equality Impact Assessment..... 18



## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for Students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## A Note on Off-Rolling

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“The practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent/carer to remove their child/ward from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student.”

We will not suspend or exclude Students unlawfully by directing them off site, or not allowing Students to attend school:

- Without following the statutory procedure or formally recording the event.
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support.
- Due to poor academic performance.
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent/carer to encourage them to remove their child/ward from the school.

The school will not use informal or unofficial exclusions under any circumstances.

## Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and Student referral units in England, including Student movement](#). The school ensures all decisions regarding suspension and permanent exclusion are lawful, reasonable, proportionate, and procedurally fair.

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011.
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012.
- Suspension and Permanent Exclusion from maintained schools, academies and Student referral units in England, including Student movement 2024.

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parent/carer's responsibility for excluded Students.



- Section 579 of the [Education Act 1996](#), which defines 'school day'.
- The [Education \(Provision of Full-Time Education for Excluded Students\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Students\) \(England\) \(Amendment\) Regulations 2014](#).
- [The Equality Act 2010](#).
- [Child/wardren and Families Act 2014](#).

## Definitions

Suspension – when a student is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'. Suspensions may be for part of a school day and must not exceed a total of 45 school days in an academic year

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

Off-site direction – when a Governing Body of a maintained school requires a student to attend another education setting temporarily, to improve their behaviour.

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

Managed move – when a student is transferred to another school permanently. All parties, including parent/carer and the admission authority for the new school, should consent before a managed move occurs.

## Roles and Responsibilities

### The Headteacher

#### Deciding whether to suspend or exclude

Only the Headteacher . The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort. Suspension will also only be used as a last resort or in response to serious breaches of the behaviour policy.

A decision to suspend or exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend or exclude a student, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.

- Allow the student to give their version of events.
- Consider whether the student has special educational needs (SEN).
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC)).
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.
- Consider any contributing factors, including safeguarding concerns or unmet needs

The school will ensure that reasonable adjustments are considered in line with the Equality Act 2010 before issuing a suspension, where appropriate.

The Headteacher will consider the views of the student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

The Headteacher will make all reasonable efforts to enable the student to give their version of events before reaching a decision. Where a student chooses not to express their views, or is unable to do so, the Headteacher may proceed to make a decision based on the evidence available. In all cases, the decision making record will reflect whether the student's views were obtained and how they were taken into account, or the reasons why this was not possible.

### **Informing Parents/Carers**

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

If the Headteacher decides to suspend or exclude a student, the parent/carer's will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parent/carer's will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion.
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- Information about parent/carer's right to make representations about the suspension or permanent exclusion to the Local Governing Body and how the student may be involved in this
- This will include information about their legal rights and how to make representations
- Where there is a legal requirement for the Local Governing Body to hold a meeting to consider the reinstatement of a student, and that parent/carer's (or the student if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend.

The Headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child/ward is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to



ensure that their child/ward is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies.

- Parent/carer's may be given a fixed penalty notice or prosecuted if they fail to do this.

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

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

If the Headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parent/carer's consent.

### **Informing the Local Governing Body**

The Headteacher will, without delay, notify the Local Governing Body of:

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

The Headteacher will notify the Local Governing Body once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

### **Informing the Local Authority (LA)**

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

The notification will include:

- The reason(s) for the suspension or permanent exclusion.
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.

For a permanent exclusion, if the student lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it.

### **Informing the student's social worker and/or virtual school head (VSH)**

If a:

- **Student with a social worker** is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker as early as possible.
- **Student who is a looked-after child/ward (LAC)** is at risk of suspension or exclusion, the Headteacher will inform the VSH as early as possible.

This is in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a student with a social worker / a student who is looked after, they will inform the student's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the student.
- The reason(s) for the decision.
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- The suspension or permanent exclusion affects the student's ability to sit a National Curriculum test or public exam (where relevant).

The social worker / VSH will be invited to any meeting of the Local Governing Body about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the student's welfare are taken into account.

Safeguarding considerations will be central to all decisions regarding suspension and permanent exclusion.

### **Cancelling suspensions and permanent exclusions**

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the Local Governing Body. Where there is a cancellation:

- The parents/carers, the Local Governing Body and LA will be notified without delay.
- Where relevant, any social worker and VSH will notified without delay.
- Parents/carers will be offered the opportunity to meet with the Headteacher to discuss the cancellation.
- As referred to above, the Headteacher will report to the Local Governing Body once per term on the number of cancellations.
- The student will be allowed back in school.

## **Internal Isolation**

Where internal suspension is used, it will be supervised, structured, time-limited, and focused on learning and reintegration. It will not be used as isolation or seclusion.

## **Providing education during the first 5 days of a suspension or permanent exclusion**

During the first 5 days of a suspension, if the student is not attending alternative (AP) provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the student. Work will be accessible and appropriate to the student's needs. Online pathways such as Oak Academy may be used for this. If the student has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

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

## **The Local Governing Body**

### **Considering suspensions and permanent exclusions**

Responsibilities regarding exclusions are delegated to Local Governing Body who have a duty to consider parent/carer's representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student in certain circumstances.

Within 14 days of receiving a request, the Local Governing Body will provide the Secretary of State with information about any suspensions or exclusions within the last 12 months.

The Local governing Body does not have to arrange such provision for students in their final year of compulsory education who do not have any further public exams to sit.

### **Monitoring and analysing suspensions and exclusions data**

The Local Governing Body will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The Local Governing Body will consider:

- How effectively and consistently the school's behaviour policy is being implemented.
- The school register and absence codes.
- Instances where students receive repeat suspensions.
- Interventions in place to support students at risk of suspension or permanent exclusion.
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary.
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working.



- The characteristics of suspended and permanently excluded students, and why this is taking place.
- Whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it.
- The cost implications of directing students off-site.

### **Considering the reinstatement of a student**

The Local Governing Body will consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension which would bring the student's total number of days out of school to more than 15 in a term; or
- It would result in a student missing a public exam or National Curriculum test.

Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension to more than 5 in a term, the Local Governing Body must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parent/carer's and it cannot direct the Headteacher to reinstate the student.

Where the student has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents/carers make representations to the board, the Local Governing Body will consider and decide on the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. If the parents/carers do not make representations, the board is not required to meet and it cannot direct the Headteacher to reinstate the student.

Where a suspension or permanent exclusion would result in a student missing a public exam or National Curriculum test, the local governing body will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the governors may consider the suspension or permanent exclusion and decide whether or not to reinstate the student.

The following parties will be invited to a meeting of the Governing Body and allowed to make representations or share information:

- Parents/carers, or the student if they are 18 or over (and, where requested, a representative or friend).
- The student, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend).
- The Headteacher.
- The student's social worker, if they have one.
- The VSH, if the student is looked after.



The Local Governing Body will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The Local Governing Body can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section).

In reaching a decision, the Local Governing Body will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair.
- Whether the Headteacher followed their legal duties.
- The welfare and safeguarding of the student and their peers.
- Any evidence that was presented to the Local Governing Body.

They will decide whether or not a fact is true 'on the balance of probabilities'.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the student's educational record, and copies of relevant papers will be kept with this record.

The Local Governing Body will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers, or the student, if they are 18 or older.
- The Headteacher.
- The student's social worker, if they have one.
- The VSH, if the student is looked after.
- The local authority.
- The student's home authority, if it differs from the school's.

Where an exclusion is permanent and the Local Governing Body has decided not to reinstate the student, the notification of decision will also include the following:

- The fact that it is a permanent exclusion.
- Notice of parents/carers right to ask for the decision to be reviewed by an independent review panel.
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the Local Governing Body's decision is given to parents/carers).
- The name and address to which an application for a review and any written evidence should be submitted.
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the student's special educational needs (SEN) are considered to be relevant to the permanent exclusion.

- That, regardless of whether the excluded student has recognised SEN, parent/carer's have a right to require the Trust to appoint an SEN expert to advise the review panel.
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment.
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review.
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review.
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

## The Local Authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For students who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

## Independent Review

If parents/carers apply for an independent review within the legal timeframe, the Academy trust will arrange for an independent panel to review the decision of the Local Governing Body not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the local governing body of its decision to not reinstate the student **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the Headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer.
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time.
- Headteachers or individuals who have been a Headteacher within the last 5 years.

A person may not serve as a member of a review panel if they:

- Are a member of the Academy trust of the excluding school.
- Are the Headteacher of the excluding school, or have held this position in the last 5 years.
- Are an employee of the academy trust, or the Local Governing Body, of the excluding school (unless they are employed as a Headteacher at another school).
- Have, or at any time have had, any connection with the academy trust, school, Local Governing Body, parents/carers or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality.
- Have not had the required training within the last 2 years (see appendix A for what training must cover).

The panel must consider the interests and circumstances of the student, including the circumstances in which the student was permanently excluded, and have regard to the interests of other Students and people working at the school.

Taking into account the student's age and understanding, the student or their parent/carer will be made aware of their right to attend and participate in the review meeting and the student should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the student's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the student's experiences, needs, safeguarding risks and/or welfare may be relevant to the student's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child/ward's background, education and safeguarding needs were considered by the Headteacher in the lead up to the permanent exclusion or are relevant to the student's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the Local Governing Body's decision.
- Recommend that the Local Governing Body reconsiders reinstatement.
- Quash the Local Governing Body's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed).

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the Local Governing Body at the time of making its decision. This includes any evidence that the panel considers would, or

should, have been available to the Local Governing Body and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the Local Governing Body to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the Local Governing Body reconsider reinstatement.

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

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it.
- Where relevant, details of any financial readjustment or payment to be made if the Governing Body does not subsequently decide to offer to reinstate the student within 10 school days.
- Any information that the panel has directed the Governing Body to place on the student's educational record.

## School Registers

A student's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers were notified of the local governing bodies decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents/carers have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review has been made within 15 school days, the Local Governing Body will wait until that review has concluded before removing a student's name from the register.

While the Student's name remains on the school's admission register, the student's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

## Making a return to the LA

Where a student's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The student's full name.
- The full name and address of any parents/carers with whom the student normally resides.

- At least 1 telephone number at which any parents/carers with whom the student normally resides can be contacted in an emergency.
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion).
- Details of the new school the student will attend, including the name of that school and the first date when the student attended or is due to attend there, if the parents/carers have told the school the student is moving to another school.
- Details of the student's new address, including the new address, the name of the parents/carers the student is going to live there with, and the date when the student is going to start living there, if the parents/carers have informed the school that the student is moving house.

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

## Returning from a Suspension

### Reintegration strategy

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

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

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

- Maintaining regular contact during the suspension or off-site direction and welcoming the student back to school.
- Daily contact in school with a designated pastoral professional.
- Regular reviews with the student and parents/carers to praise progress being made and raise and address any concerns at an early stage.
- Informing the Student, parents/carers and staff of potential external support.

The measures will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents/carers, and other relevant parties.

### Reintegration Meetings

The school will explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community.

The student, parent/carer's, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning Students and their parents/carers to attend their reintegration meeting, However, students will not be prevented from returning to school if parents/carers are unable to attend.

In addition, students who receive a suspension will also be subject to a three-month ban from all school trips and extracurricular events. Participation in such activities is considered a privilege, and students attending are representing the Walderslade & Greenacre Schools Partnership in the wider community. This sanction reflects the high levels of trust, responsibility, and respect required to take part safely in activities beyond the school site.

Where deposits or payments have already been made for a trip, these may be non-refundable unless a replacement student can be found.

## Monitoring Arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions.
- Use of student referral units, off-site directions and managed moves.
- Anonymous surveys of staff, Students, governors, trustees and other stakeholders on their perceptions and experiences.

The data will be analysed every year by the Trust Vulnerability Lead and will report back to the Headteacher, governors and Trust Board.

The data will be analysed from a variety of perspectives including:

- At school level.
- By age group.
- By time of day/week/term.
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of students are identified by this analysis, the school will review its policies in order to tackle it.

The multi-academy trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

The Local Governing Body will review suspension and exclusion data regularly to ensure fairness, consistency, and appropriate use, particularly for vulnerable groups.

This policy will be reviewed by the Deputy Headteacher every year. At every review, the policy will be approved by the Headteacher, and shared with The Local Governing Body.



## Links with Other Policies

This exclusions policy is linked to our:

- Behaviour policy.
- SEND policy.



# Appendix A

## Independent Review Panel Training

The Beyond Schools Trust must make sure that all members of the independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary ground, which would include and understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice.
- The role of the chair and the clerk of a review panel.
- The duties of Headteachers, Governing Body's and the panel under the Equality Act 2010.
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.

# Equality Impact Assessment

Who is the policy or process intended for?	Students	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
<b>Analysis</b>					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Student groups (PP/SEN/CLA):	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Evaluation and decision making</b>					
Summary of action taken:					
Final decision:					

