WEXHAM COURT PRIMARY SCHOOL

Exclusion & Suspension Policy

2026-2027

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WEXHAM COURT PRIMARY SCHOOL

EXCLUSION POLICY

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WEXHAM COURT PRIMARY SCHOOL

EXCLUSION POLICY

Preparing every child to become a successful individual in an ever evolving world.

Build belonging **Strive for excellence** **Do the right thing**

EQUALITY STATEMENT

At Wexham Court Primary School we are proud of the diversity of our students and staff and are committed to promoting a positive and inclusive culture in which all are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, beliefs, sex or sexual orientation. We acknowledge that we are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions and that this can negatively impact traditionally marginalised and disenfranchised students. In all areas of our school, we strive to understand and appreciate all aspects of diversity, equality and inclusion and proactively adapt our school policies and procedures accordingly.

Written by Wexham Court staff and pupils

This policy should be read in conjunction with the procedures adopted by the governing body for the management of pupil exclusion. It should also be read in conjunction with the following policies: SEND, Behaviour, Health and Safety, Equal Opportunities, Sex and Relationships Education, Safeguarding and Admissions. In all circumstances, we will follow the current DFE Statutory Guidance.

1. OUR VISION

Wexham Court Primary School is an inclusive school, because we welcome learners with a variety of needs, from a variety of backgrounds. We firmly believe our pupils have the right to an experience that is both socially and educationally without discrimination, prejudice and bias. We aim to avoid Suspensions and Exclusions by:

- Carrying out early intervention strategies, especially in the case of a pupil with SEND needs in order to ascertain that the pupil is receiving the appropriate provision and support.
- Having a clear and consistent approach to behaviour.
- Building positive relationships between adults and children within the school.
- Consider the use of multi-agency assessment of pupils who demonstrate persistent disruptive behaviour.
- Ensure we have a full understanding of the child's background, barriers, health and educational needs.
- Requesting an early review of a pupil's education, health and care plan (EHCP); or we may ask for an interim/emergency review if appropriate.
- Checking for bias and ensuring that we follow the Equality Act.
- Apply our behaviour policy.

2. AIMS

The Aims of this policy are to ensure that:

- The exclusions process is applied fairly and consistently.
- The exclusions process is understood by governors, staff, parents and pupils.
- Pupils in school are safe and happy.
- Prevent pupils from becoming NEET (not in education, employment or training).
- Ensure all suspensions and permanent exclusions are carried out lawfully.

3. LEGISLATION AND STATUTORY GUIDANCE

- This policy is based on statutory guidance from the Department for Education: DfE statutory guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England 2026

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

- Section 51A of the Education Act 2002, as amended by the Education Act 2011.
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006 , which looks at parental responsibility for excluded pupils.
- Section 579 of the Education Act 1996 which defines 'school day'.
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 and the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.The Equality Act 2010
- Children and Families Act 2014
- The Children's Wellbeing and Schools Act 2026.
- The school inspection handbook which defines 'off-rolling'.

4. DEFINITION

Suspension – when a pupil is temporarily removed from the school for disciplinary reasons. This was previously referred to as a fixed-term exclusion. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension may also be for part of the school day.

Permanent Exclusion – when a pupil is no longer permitted to attend the school, unless the pupil is reinstated. The pupil's name will only be removed from the admission register once the relevant statutory process has been completed.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour. Full details regarding when this may be appropriate can be found at paragraphs 39-54 of the DFE Guidance on Suspensions and Exclusions.

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

Managed Move – when a pupil transfers permanently to another mainstream school. A managed move must be voluntary, form part of a planned intervention, be in the pupil's best interests and be agreed by all parties, including the parents and the admission authority of the new school. Further details can be found at paragraphs 58–68 of the DfE statutory guidance.

Alternative Provision – Alternative Provision (AP) refers to suitable full time education that is arranged for a pupil from the sixth school day (or earlier) of a suspension, or the sixth school day (or earlier) after the first day of a permanent exclusion. AP may refer to education arranged for pupils who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons.

5. THE DECISION TO SUSPEND OR PERMANENTLY EXCLUDE

Only the Headteacher or acting headteacher, can suspend or permanently exclude a pupil from school.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as: "...*the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."*

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to permanently exclude a pupil will only be taken in response to a serious breach or persistent breaches of the school's Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

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

For a major first offence, such as serious actual or threatened violence, sexual abuse or assault, supplying banned substances or carrying an offensive weapon. We need not postpone deciding on suspension or permanent exclusion solely because a police investigation is underway.

- Where allowing a pupil to remain in school would be seriously detrimental to the education of other pupils, to the welfare of other pupils, staff or of the pupil themselves.
- On the grounds of Health and Safety where allowing the pupil to remain in school would be detrimental to the welfare of other pupils, staff or of the pupil themselves.
- For a series of breaches of the school's behaviour policy and after an exhaustive range of strategies to resolve the pupil's behaviour problems have been tried and have failed.
- When the behaviour of pupils outside school is such that it can be considered as grounds for suspension or permanent exclusion.
- Further details can be found at paragraphs 15-16 of the DFE Guidance.

Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or permanent exclusion were provoked.
- Allow the pupil to give their version of events.

- Take the pupil's views into account, having regard to their age and understanding, and explain how their views have been considered. Where appropriate, the pupil will be supported to express their views through an advocate, parent or social worker.
- Consider whether the pupil is part of a particularly vulnerable group, including pupils with special educational needs or disabilities, pupils eligible for free school meals, looked-after children, pupils with a social worker and groups experiencing disproportionately high rates of exclusion.Consider the school's duties under the Equality Act 2010, including whether reasonable adjustments have been made for a disabled pupil, and its duties under the Children and Families Act 2014 in relation to pupils with special educational needs.
- Consider short term mitigating circumstances (for example, bereavement or mental health).
- Consider whether a pupil has already had a number of suspensions which appear to have been ineffective.
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.
- The headteacher may suspend a pupil for one or more fixed periods not exceeding a total of 45 days in any one school year. If a pupil is suspended for lunchtimes only, each lunchtime counts as half a day.
- The headteacher may need time to consider what the school's options are and there may be some delay in order for an adequate risk assessment to be carried out.
- The headteacher will, at all times, make arrangements for safeguarding and promoting the welfare of their pupils (see paragraphs 22-25 of the DFE Guidance).

The decision to suspend or permanently exclude a pupil will only ever be on behaviour grounds and not used informally or unofficially (see paragraphs 17-21 of the DFE Guidance for further clarification). This power may not be delegated to anyone else. The headteacher may withdraw a suspension or permanent exclusion that has not been reviewed by the governing board.

A suspension cannot be extended or converted to a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

6. ROLES AND RESPONSIBILITIES

6.1 The Headteacher

Informing parents/carers

If a pupil 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 pupil'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 pupil, the parents/carers will be informed of the period of the suspension or that the exclusion is permanent, and the reason(s) for it, without delay. Parents/Carers will also be provided with the following information, in writing, without delay:

- The reason(s) for the suspension or permanent exclusion.

- The length of the suspension, or, for permanent exclusion, the fact that it is permanent.
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this.
- How any representations should be made.
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at a meeting (at their own expense) and to bring a friend.
- Their right to request that any meetings or an independent review panel be held via the use of remote access.

The headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that for the first 5 school days of suspension or a permanent exclusion, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents/Carers 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 when notifying parents/carers of a suspension or permanent exclusion:

- 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 required by the pupil to identify the person they should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session on the first day of the suspension or permanent exclusion, it may be provided 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 information can be provided with less than 48 hours' notice with parents'/carers' consent.

The information will be put in writing and will be sent either by email, text, delivering a letter directly to the parents/carers, leaving it at their last known address, or by posting it to this address. The information can also be legally sent home with the excluded pupil, but in this case, the school will also send a duplication copy by a reliable alternative method. The information provided to parents/carers will be clear. Consideration will be given to translating the letter if parent's/ carer's first language is not English.

Further clarification can be found in Part Five of the DFE Guidance.

Informing the governing board and local authority

The headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil.

- Any suspension or permanent exclusions which would result in the pupil being suspended or permanently excluded for more than 5 school days (or more than 10 lunchtimes) in a term.
- Any suspension or permanent exclusions which would result in the pupil missing a National Curriculum test or public examination.

The headteacher will notify the governing board once a term of any other suspensions, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

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 the suspension or, for a permanent exclusion, the fact that it is permanent.
- Any cancelled exclusion including the reason for cancellation.

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

Where a pupil is internally removed, the headteacher does not need to notify the LA or the governing board.

6.2 The Governing Board

Responsibilities regarding suspensions and permanent exclusions are delegated to a discipline committee consisting of at least three governors. This committee has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see Section 7).

Within 14 days of receipt of a request, the governing board will provide the secretary of state and the LA with information about any suspensions and permanent exclusions in the last 12 months.

For a suspension of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

In the case of a cancelled suspension/exclusion, the governing board do not need to meet to consider representations.

Detailed guidance to the governing board is found in Part Six of the DFE Guidance.

6.3 The Local Authority

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

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

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (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 pupil'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 pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- 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 pupils ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil'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 pupil's welfare are taken into account.

Further details can be found at paragraphs 75–81 and 97–98 of the DfE Guidance.

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, provided the governing board has not yet met to consider whether the pupil should be reinstated.

Where there is a cancellation:

- The parents/carers, governing board and LA will be notified without delay.
- Where relevant, any social worker and VSH will be notified without delay.
- Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation without delay.
- As referred to above, the headteacher will report to the governing board once per term on the number of cancellations.
- The pupil will be allowed back in school.
- The Head Teacher must provide all parties with the reason for cancellation.
- Any days that a pupil is out of school before a cancelled suspension/exclusion, will count towards the maximum of 45 school days a pupil can be suspended in any school year.

- Pupils whose suspension/exclusion has been cancelled will be reintegrated without delay and offered the same support as would be offered to a pupil who has been suspended upon their return to school.
- The governing board's duty to hold a meeting and consider reinstatement ceases.

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

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

If the pupil 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 pupil, including the use of online pathways.

7. CONSIDERING THE REINSTATEMENT OF A PUPIL

The governing board will consider the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of suspension or exclusion if:

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

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

If requested to do so by parents/carers, the governing board will consider the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension if the pupil would be suspended from school for more than 5 days, but not more than 15 school days in a single term. If the parents/carers do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public examination, the governing board will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where necessary), may consider the suspension or permanent exclusion independently and decide whether or not to reinstate the pupil.

The governing board can either:

- Decline to reinstate the pupil; or
- Direct the reinstatement of the pupil immediately, or on a particular date.

In reaching a decision, the governing board will consider whether the decision to suspend or permanently exclude was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. The governing board will also consider the welfare and safeguarding of the pupil and their peers and any evidence that was presented to the board. 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 considered. The outcome will also be recorded on the pupil's educational record and copies of relevant papers will be kept with this record.

The governing board will notify, in writing, the following stakeholders of its decision, along with the reasons for its decision without delay:

- The parents/carers
- The headteacher
- The pupil's social worker, if they have one
- The virtual school head, if the pupil is looked after
- The local authority
- The pupil's home authority, if this is different from the schools.

Where an exclusion is permanent, and the governing board decides not to reinstate the pupil, the notification of its decision will also include the following:

- The fact that it is permanent.
- 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.
- The name and address to whom 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, reference to how the pupil's SEND is considered to be relevant to the permanent exclusion.
- That, regardless of whether the excluded pupil has recognised SEND, parents have a right to require the LA to appoint a SEND expert to attend the review.
- Details of the role of the SEND expert and that there would be no cost to parents for this appointment.
- That parents/carers must make clear if they wish for a SEND 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 may also bring a friend to the review.
- That if parents/carers believe that the 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. A 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.

8. AN INDEPENDENT REVIEW

If parents/carers apply for an independent review, the LA will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the governing board, of its decision to not reinstate a pupil. 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. Any applications made outside of this timeframe will be rejected.

Parents/carers are able to request that such a meeting be held via the use of remote access. In addition, meetings can also be remote in unforeseen or extraordinary circumstances such as school closure due to floods, fire or infectious illness/disease. Where extraordinary circumstances do not apply, or parents/carers do not request a remote meeting, the meeting **must** be held in person.

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 governors 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.
- 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 LA, or governing board 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 LA, or the governing board, 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 LA, school, governing board, parents or pupil, 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 3 for what training must cover).

A clerk will be appointed to the panel.

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

Taking into account the pupil's age and understanding, the pupil or their parents/carers will be made aware of their right to attend and participate in the review meeting and the pupil 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 pupil'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 pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the VSH about how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion. The independent panel will decide one of the following:

- Uphold the governing board's decision.
- Recommend that the governing board reconsiders the reinstatement.
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be 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 governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board 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 governing board 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 governing board 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 board does not subsequently decide to offer to reinstate the pupil within 10 school days.
- Any information that the panel has directed the governing board to place on the pupil's educational record.

9. SCHOOL REGISTERS

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents/carers were notified of the governing board's decision to not reinstate the pupil 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, the governing board will wait until that review has concluded before removing a pupil's name from the register.

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

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

Making a return to the LA

Where a pupil'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 pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the pupil 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 pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s)/carer (s)the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil 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 pupil's name.

10. RETURNING FROM A SUSPENSION / OFF SITE DIRECTION

Following a suspension or cancelled suspension/ permanent exclusion, a re-integration meeting will be held involving the pupil, parents/carers, a member of senior staff and other staff, where appropriate. Where necessary, the school will work with third party organisations to identify whether the pupil has any unmet SEND or health needs.

Appropriate measures will be implemented when a pupil returns from a suspension.

Full details can be found at paragraphs 26-30 of the DFE Guidance.

11. FINANCIAL IMPLICATIONS OF EXCLUSION

Should a pupil be permanently excluded, the appropriate sum allotted for that child's education will be deducted immediately from the school budget. The money will remain in the school budget for a little longer if the parent chooses to appeal to a governors committee and then an independent review panel.

An independent review panel does not have the power to direct a governing board to reinstate an excluded pupil. However, where a panel decides that the governing board's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing board to reconsider its decision. The panel will then be expected to order that the school must make an additional payment of £4,000 to the LA, if it does not offer to reinstate the pupil.

12. PUPILS EXCLUDED FROM OTHER SCHOOLS

Should the LA place a permanently excluded pupil with us, we will not refuse to take such a pupil unless we are full. Where a child has been permanently excluded from two or more schools, the admission authority is not required to comply with parental preference for a period of two years from the most recent permanent exclusion, subject to the exceptions set out in the School Admissions Code.

13. MONITORING AND ANALYSING SUSPENSIONS AND EXCLUSIONS DATA

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

The school will consider:

- How effectively and consistently the school's behaviour policy is being implemented.
- The school register and absence codes.
- Instances where pupils receive repeat suspensions.
- Interventions in place to support pupils at risk of suspension or permanent exclusion.
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary.
- The timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working.
- The characteristics of suspended and permanently excluded pupils, and whether pupils who share any particular characteristic are suspended/ permanently excluded more than others.
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that pupils are benefiting from it.
- The cost implications of directing pupils off-site.

13.1 MONITORING ARRANGEMENTS

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions. Use of PRUs, off- site directions and managed moves.
- Anonymous surveys of staff, pupils, governors on their perceptions and experiences.

The data will be analysed from a variety or perspectives including; at school level, by age group, by time of day/week/term and by protected characteristic. The data will be analysed by the DSL. The analysis will be reported back to the headteacher.

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 pupils are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed by the headteacher and governing board on an annual basis.

14. STORAGE OF SUSPENSIONS/PERMANENT EXCLUSIONS PAPERWORK

All paperwork relating to exclusions is stored on a secure Sharepoint site to which only the Head Teacher and HR Officer have access.

Mr E. Neighbour, Chair of Governors

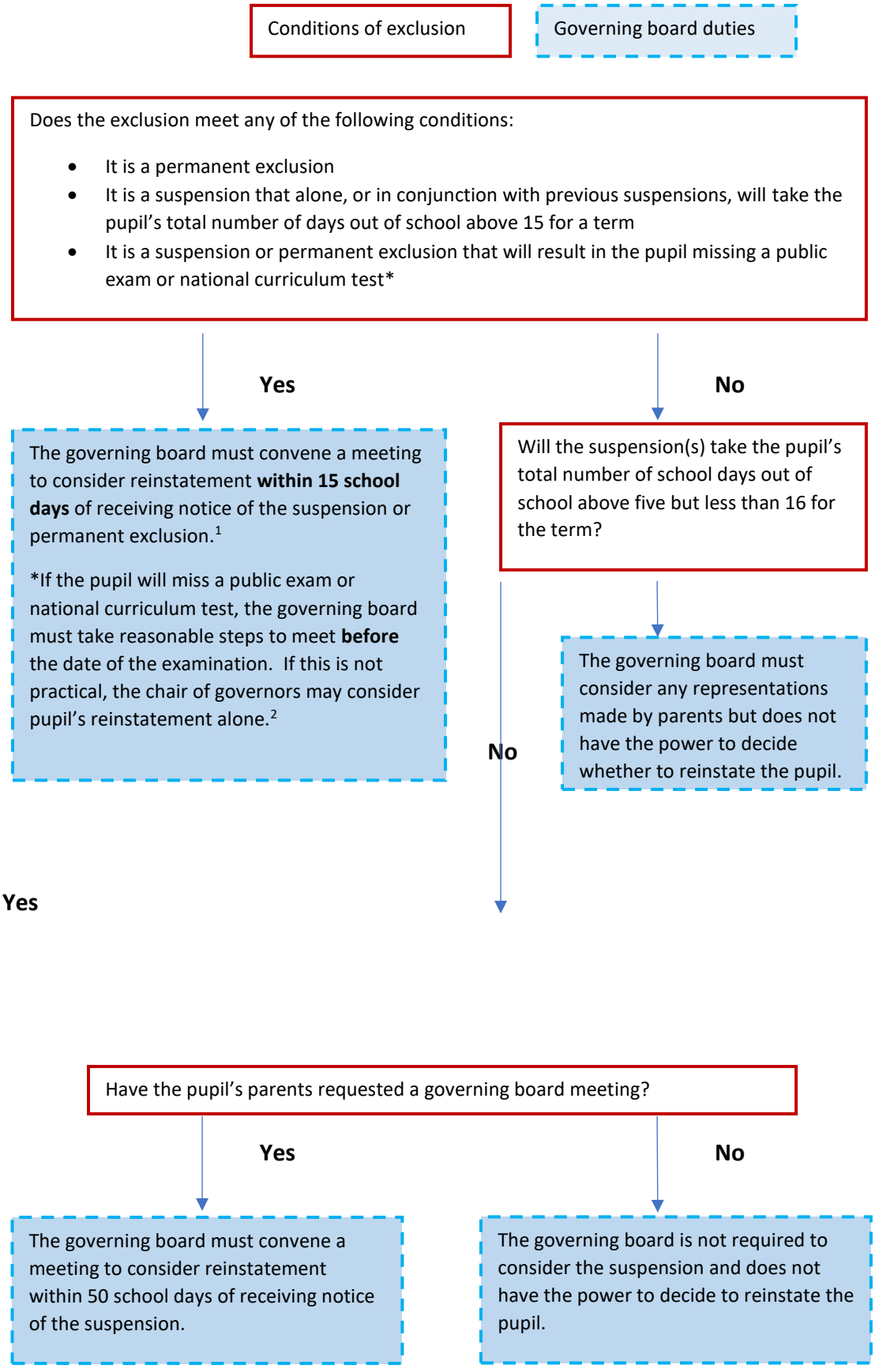
Signed: Date:

Miss N Mehat, Headteacher

Signed: Date:

Review date: Autumn 2027

15. APPENDIX 1 – A SUMMARY OF THE GOVERNING BOARD'S DUTIES TO REVIEW THE HEADTEACHER'S EXCLUSION DECISION



[1]The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

[2]The ability for a chair to review in the case of public exams refers only to maintained schools.

16. APPENDIX 2 – A GUIDE FOR PARENTS/CARERS ON SUSPENSION & PERMANENT EXCLUSION

Please see the DfE's 'A guide for parents on school behaviour and exclusion' for further information.

17. APPENDIX 3 - INDEPENDENT REVIEW PANEL TRAINING

The LA must ensure that all members of an 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 exclusions, which would include an 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 boards 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.