



Suspension and Permanent Exclusions Policy

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1. Aims

This policy aims to set out the process that will be followed and the additional considerations around Suspensions and Permanent Exclusions that the School will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.

Where Cherry Tree's approaches towards positive behaviour management have been thoroughly exhausted, then Suspensions and Permanent Exclusions will sometimes be considered a last resort.

This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm, therapeutic, and nurturing environments.

Our school aims to:

- Make sure that the exclusions process is applied fairly and consistently after exhausting all other options.
- Help governors, staff, parents/carers and students understand the exclusions process
- Make sure that students in school are safe and happy
- Prevent students from becoming NEET (not in education, employment or training)
- Make sure all suspensions and permanent exclusions are carried out lawfully

This policy should be read in conjunction with the positive behaviour support policy and the SEND policy for the school.

'Off-rolling' is a form of gaming and occurs where a school decides, in the interests of the school and not the student, to:

- ☐ Remove a student from the school admission register without a formal, permanent exclusion, or
- ☐ Encourage a parent/carer to remove their child from the school, or
- ☐ Encourage a sixth-form student not to continue with their course of study,
- ☐ Retain a student on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a student unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the school, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Student Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- ☐ Because a student has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- ☐ Due to a student's poor academic performance, or

- Because the student hasn't met a specific condition, such as attending a reintegration meeting

If any student is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#).

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](#)

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental 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](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'

This policy complies with our funding agreement and articles of association.

3. Definitions

Suspension – when a student is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

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

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

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

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

4. Roles and responsibilities

Roles, responsibilities, and expectations of each section of the school community are set out in detail below. **Deciding whether to suspend or exclude**

4.1 The headteacher

Only the headteacher, or acting headteacher, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a very last resort.

A decision to suspend a student will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a student that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to 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 was/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:
 - For suspensions: detentions or other sanctions provided for in the behaviour policy
 - For exclusions: off-site direction or managed moves

The headteacher will consider the SEN of the child, the views of the child, 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/carers or social worker.

The headteacher will not reach their decision until they have heard from the student, and will inform the student of how their views were taken into account when making the decision.

4.3 Informing parents/carers (or the student where they are 18 or older)

If a student is at risk of suspension or exclusion, the headteacher will inform the parents/carers/student 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 parents/carers/student will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers/student 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 a permanent exclusion, the fact that it is permanent
- Information about the parents'/carers'/student's right to make representations about the suspension or permanent exclusion to the governing board and, where the student is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student, and that parents/carers/the student have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers/the student have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the student is of compulsory school age, 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 the suspension or 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 is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- 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, 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 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 parents'/carers' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers/student without delay, and provide a reason for the cancellation.

4.4 Informing the governing board

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
- Any suspension or permanent exclusion that 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 that would result in the student missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

4.5 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.

The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

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 (LAC) is at risk of suspension or exclusion, the headteacher will inform the VSH as early as possible

This is so they can 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)
- 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 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.

4.6 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, but only where it has not yet been reviewed by the governing board.

Where there is a cancellation:

- The parents/carers (or the student if they are 18 or older), governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers (or the student if they are 18 or older) will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The student will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the student has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

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

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. Online pathways 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.

4.8 The governing board

The governing board is responsible for forming committees to review Permanent Exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the Governors' Discipline Committee, formed by the governing board, will be to decide whether to uphold the Permanent Exclusion or suspension, or instead to reinstate the student to the school

Monitoring and analysing suspensions and exclusions data

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

The governing board 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
- 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 students, and whether students who share any particular characteristic are suspended or excluded more than others
- Whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that students are benefiting from it
- The cost implications of directing students off-site

Type of exclusion/suspension	Period of exclusion/suspension	Requirements	Timeframe
Permanent		Must consider reinstatement. Must invite parents or pupil if over 18, headteacher, the pupil's social worker if the pupil has one, the VSH for a LAC and in the case of a maintained school a representative of LA* (or PRU) to a meeting and allow oral and written representations to be made.	Within 15 school days of receiving notice of the exclusion
Suspension	Any – if exclusion results in pupil missing a public examination or national curriculum test	Must consider reinstatement. Must invite parents or pupil if over 18, headteacher, the pupil's social worker if the pupil has one, the VSH for a LAC and in the case of a maintained school a representative of LA* (or PRU) to a meeting and allow oral and written representations to be made.	Within 15 school days of receiving notice of the exclusion
Suspension	Brings total to 16 days or more in a single term	Must consider reinstatement. Must invite parents or pupil if over 18, headteacher, the pupil's social worker if the pupil has one, the VSH for a LAC and in the case of a maintained school a representative of LA* (or PRU) to a meeting and allow oral and written representations to be made.	Within 15 school days of receiving notice of the exclusion
Suspension	Brings total to 6-15 days in a single term	If requested to do so by parents, must convene a meeting to consider reinstatement. Must invite parents or pupil if over 18, headteacher, the pupil's social worker if the pupil has one, the VSH for a LAC and in the case of a maintained school a representative of LA* (or PRU) to a meeting and allow oral and written representations to be made. If parents do not request a governing board meeting, the board is not required to consider the suspension but does have the power to consider the reinstatement of the pupil.	Within 50 school days of receiving notice of the exclusion
Suspension	Brings total to 5 days or less in a single term	Must consider any written representation made by parents at a meeting but cannot direct reinstatement.	No deadline. Should happen within a reasonable amount of time.

4.9 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 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.

4.10 Parents

Parents will be informed without delay of any suspension or Permanent Exclusion and there is an ability to make representations in regard to any suspension or Permanent Exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the headteacher.

4.11 Students

All students of the school are expected to follow the expectations regarding their behaviour to ensure that all students can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

5. CCTV and witness evidence

The school uses Close Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction.

If CCTV is relied upon for a decision on a suspension or Permanent Exclusion, then it will be shown in some format (redacted as necessary) at any governor review meeting. Please see the School's CCTV policy and privacy notices for more information.

Where witness evidence is relied upon, whether that be from a student or a staff member, the statement(s) will be provided at any governor review meeting. All statements will be signed and dated unless the headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

6. Reintegration Strategy following a suspension

Where a student is suspended or is directed to be educated off-site, upon return to the school both the student and parents will be invited to a reintegration strategy meeting.

The purpose of the meeting is to:

- offer the student a fresh start,
- help them understand the impact of their behaviour on themselves and others,
- offer support and strategies to help them manage their behaviour and avoid future incidents
- teach them to how meet the high expectations of behaviour in line with the school culture,
- foster a renewed sense of belonging within the school community; and
- build engagement with learning so that further suspensions are not needed. School staff will work with the student to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours.

Previous behaviour is not seen as an obstacle to future success and we will support with strategies to minimise any unmet need where possible in agreement with the young person and parents/carers.

The school uses various strategies to support a student's successful reintegration including:

- daily contact with a key adult/learning support assistant or Pastoral Manager;
- use of a strategy 2 learn card with personalised targets leading to personalised rewards;
- interventions including academic support upon return to catch up on any lost progress or reduce barriers to learning which may be considered a trigger;
- planned pastoral interventions or Thrive sessions.
- regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage;

- informing the student, parents and staff of potential external support.

Whilst reintegration meetings are highly encouraged by the school, students will not be prevented from returning to school or being put in classes because a meeting has not taken place. A risk assessment may be required to ensure that this happens.

7. Suspensions before a Permanent Exclusion

In exceptional circumstances, students may receive a suspension prior to a Permanent Exclusion. For each decision, the headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a Permanent Exclusion and so any subsequent Permanent Exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

The school will also consider the admissions policy and positive behaviour support policy. If behaviours are considered continuous after exhausting all options, an early annual review will be called and consideration of seeking a change of placement and issuing the school's 28 day notice period to the Local Authority.

8. Considering the reinstatement of a pupil

Cherry Tree School Advisory Board will consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- ☐ The exclusion is permanent
- ☐ It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term

If requested to do so by parents, Cherry Tree School school Advisory Board, will consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Cherry Tree school can either:

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

In reaching a decision, we will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal

standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record. Cherry Tree school will notify, in writing parents and the LA of its decision, along with reasons for its decision, without delay.

- ☐ Where an exclusion is permanent, our decision will also include the following:
- ☐ The fact that it is permanent
- ☐ Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
- ☐ The date by which an application for an independent review must be made
- ☐ The name and address to whom an application for a review 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 SEN are considered to be relevant to the exclusion
- ☐ That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA to appoint an SEN expert to attend the review
- ☐ Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- ☐ That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- ☐ That parents 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

If parents believe that the exclusion has occurred as a result of 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

9. Independent review

If parents/carers/the student (if they are 18 or older) apply for an independent review within the legal timeframe, the Local Authority will, at their own expense, arrange for an independent panel to review the decision of the governing board 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/student by the school 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. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers/the student. See section 9 for more details on remote access to meetings.

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 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 school, 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 local authority, school, governing board, 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 1 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 parents/carers 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 VSH of 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 student's permanent exclusion.

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

- ☐ Uphold the governing board's decision
- ☐ Recommend that the governing board reconsiders reinstatement
- ☐ Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

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 student within 10 school days
- ☐ Any information that the panel has directed the governing board to place on the student's educational record

10. School registers

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

- ☐ 15 school days have passed since the parents/carers/student (if they are 18 or older) were notified of the advisory panel's decision to not reinstate the student, and no application has been made for an independent review panel, or
- ☐ The parents/carers/student 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 governing board 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 (of an approved educational activity that does not involve the student being registered at any other school) has been made for an excluded student and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another school or educational establishment, code D (dual registration) will be used.

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 parent/carer with whom the student normally resides
- ☐ At least 1 telephone number at which any parent/carer 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 parent/carer(s) 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.

11. Remote access to meetings

Parents/carers, or students if they are 18 or older, can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers/student don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- ☐ All the participants have access to the technology that will allow them to hear, speak, see and be seen
- ☐ All the participants will be able participate fully
- ☐ The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- ☐ Compromise the ability of participants to contribute effectively, or
- ☐ Prevent the meeting from running fairly and transparently

12. Monitoring arrangements

(Headteacher) and (Pastoral Manager) will collect data on the following using Arbor MIS:

- ☐ Attendance, permanent exclusions and suspensions

- ☐ Anonymous surveys of staff, students, governors/trustees and other stakeholders on their perceptions and experiences

The data will be analysed every term and will report back to through governance meetings..

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.

This policy will be reviewed by Gemma Watkins every 2 years. At every review, the policy will be approved by the governing board.

13. Links with other policies

This policy is linked to our:

- ☐ Positive Behaviour policy
- ☐ Admissions Policy
- ☐ SEND policy& SEN information report

Appendix 1: independent review panel training

The local authority must make sure that all members of an independent review panel and clerks/governance professionals 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 grounds, 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/governance professional 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