

# Suspension and Exclusions Policy



## Burwell Village College Primary

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# 1. Aims and scope

## 1.1 Introduction

At Burwell Village College Primary School we expect excellent standards of behaviour to ensure an effective learning environment. The highest regard is given to the quality of relationships between all members of our school community so that everyone feels valued and respected. We encourage a calm, respectful and purposeful atmosphere where pupils can enjoy their learning and achieve their potential.

Our priority is to maintain a safe and orderly school to promote learning and support the development and good mental health of all in our school community. We actively teach good behaviours and promote the positive impacts of good behaviour for everyone's wellbeing and enjoyment of school.

Our Behaviour Policy sets out the ways in which we achieve this including the use of both rewards and sanctions. Along with other sanctions, the school is empowered to impose suspensions (previously known as fixed-term exclusions) and permanent exclusions in certain circumstances. This Suspension and Exclusion Policy sets out the circumstances in which these sanctions may be used and the procedures which will be followed.

Our Behaviour Policy can be found on our website [here](#).

## 1.2 Aims

### Policy aims

The aims of our suspension and exclusion policy are to explain:

- The actions we take to minimise the need to impose suspensions or exclusions
- The circumstances in which suspension or exclusion may be used
- The process by which they will be used
- The roles and responsibilities of people and groups of people in our school in the suspension and exclusion process
- The support offered to pupils who are suspended or excluded including those who are at an increased risk of exclusion or who may be especially vulnerable to the impacts of exclusion

### School aims

As a school we aim to ensure that:

- The suspension and exclusion process is applied fairly and consistently
- The suspension and exclusion process is understood by governors, staff, parent(s) / carer(s) and carers and pupils
- Pupils in school are safe and happy

### Equality aims

We will do everything possible to avoid the need for suspension by:

- Carrying out early intervention strategies, especially in the case of a pupil with SEND to ascertain that the pupil is receiving appropriate provision and support.

- We will consider the use of multi-agency assessment of pupils who demonstrate persistent disruptive behaviour.
- We will consider what we know about other circumstances, including health needs, which may be contributing to the pupil's behaviour.
- We may request an early review of a pupil's Education, Health and Care Plan (EHCP), or we may ask for an emergency review.

### 1.3 Principles

#### Curriculum and learning

We aim to provide a stimulating learning environment where every pupil can reach their full potential, both academically and socially. This will be achieved by:

- Providing a broad, balanced and relevant curriculum.
- Designing a curriculum to promote a full range of skills.
- Using flexible and responsive teaching and learning styles which meet the needs of all learners
- Support pupils to overcome potential barriers to learning and assessment
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society.
- Developing a close partnership within and with the whole community, including all stakeholders.

#### Inclusion

We aim to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of pupils within school. These groups include pupils:

- of different genders
- from all faiths and ethnicities
- who have English as an additional language.
- who have special educational needs.
- who are academically more able.
- who are looked-after children.
- from a group who may be more at risk of disaffection or exclusion
- who are young carers
- who have chronic medical needs

#### Safety and mental health

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils, staff and indeed the entire school community.

- Providing high quality pastoral care, support and guidance.
- Safeguarding the health, safety and welfare of pupils and staff.
- Listening and responding to the concerns of pupils and parent(s) / carer(s).
- Taking care to balance the needs of all members of the school community.

#### 1.4 Legislation and statutory guidance

Schools are given the power to suspend and exclude pupils under Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#) and [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#).

This policy is based on legislation and on guidance from the Department for Education (DfE) including the following:

(Please click on the links although please note that these are external links and whilst we will endeavour to keep them up to date, changes may be made at any time and are outside our control)

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- 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](#)
- [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England, 2017](#)

#### 1.5 Other school policies

Our behaviour policy links with various other policies in school, including those listed below. All published school policies can be found on our website [here](#).

- Acceptable Use of ICT
- Anti-Bullying Policy
- Behaviour Policy
- Home School Agreement
- Safeguarding Policy
- SEND Policy

**Note:** This is not an exhaustive list

#### 1.6 Definitions

**Alternative provision** - The headteacher has the right to direct a pupil for education off-site to improve behaviour. This will only be considered when there has been full consultation with parent(s) / carer(s) and the receiving institution. The pupil will remain on the school roll. The threat of permanent exclusion will never be used to influence parent(s) / carer(s) to remove their child from the school.

**Balance of probabilities** - The DfE guidance [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England, 2017](#) clarifies the definition of 'balance of probabilities' as: "the head teacher should accept that something happened if it is more likely that it happened than that it did not happen".

**Internal suspension** - the pupil is excluded from lessons and continues their learning in another part of the school, supervised and supported by staff.

**Lunchtime suspension** – the pupil is excluded from the school premises for one or more lunchtimes.

**Managed move** - The headteacher has the right to arrange a 'managed move' to support a pupil who is not meeting behaviour expectations. This will only be considered when there has been full consultation and agreement with parent(s) / carer(s) and the receiving institution. The pupil will remain on the school roll. The threat of permanent exclusion will never be used to influence parent(s) / carer(s) to remove their child from the school.

**Permanent exclusion** – The pupil will not return to the school. Please see sections [2.1](#), [2.2](#) and [2.3](#) for further details.

**School Day** - is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

**Suspension** – the pupil is suspended from school and cannot attend the school site. The pupil will be provided with learning tasks and is expected to continue their learning at home. The pupil is required to not be in a public place during school hours. A suspension is for a fixed-term of between 1 and 45 school days. No pupil may be suspended for more than a total of 45 school days in any one academic year. Please see sections [2.1](#), [2.2](#) and [2.3](#) for further details.

## 2. The decision to suspend or exclude

### 2.1 Who makes the decision to suspend or exclude?

Only the headteacher, or acting headteacher, has the authority to suspend or exclude a pupil from school and this will only ever be on disciplinary grounds.

The headteacher may withdraw a suspension or permanent exclusion that has not yet been reviewed by the Governing Body.

In line with the principles of administrative law any decision the headteacher makes to exclude a pupil must be:

- Lawful.
- Rational.
- Reasonable.
- Fair.
- Proportionate.

### 2.2 How is a decision reached to suspend or exclude a pupil?

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. Therefore, a decision to suspend or permanently exclude will only be taken following the process outlined below, unless a more rapid response is required because there is an immediate threat to the safety of others in the school or

the pupil themselves. Before reaching a decision as to whether to suspend or permanently exclude the head teacher should:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations, considering the school's behaviour and equal opportunities policies, and where applicable the Equality Act 2010 as amended.
- Be satisfied that, on the balance of probabilities, the pupil did what they are alleged to have done.
- Allow and encourage the pupil to give their version of events.
- Check whether an incident may have been provoked, for example by bullying (including homophobic bullying) or by racial or sexual harassment.
- Consider any other mitigating factors.
- Consider whether the proposed sanction is proportionate and consider the treatment of any others involved in the incident.
- Consult others if necessary (being careful not to involve anyone who may later take part in the statutory review of their decision e.g. a member of the Governors Review Meeting).
- Keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.
- Be satisfied that the decision to suspend or permanently exclude the pupil was lawful, reasonable, and procedurally fair, taking account of their legal duties. **Note: Our Behaviour Policy can be found [here](#)**

When establishing the facts in relation to a possible suspension or exclusion, the headteacher will always apply the civil standard of proof, that is, on the [balance of probabilities](#).

The school will always be mindful to ensure that a decision to suspend or exclude does not involve any kind of discrimination as defined by the Equality Act 2010.

Neither suspension nor exclusion will ever be used informally or unofficially.

### 2.3 When might a decision to suspend or exclude be taken?

#### Suspension

The decision to suspend a pupil may be taken in the case of persistent breaches or a serious breach of the school's behaviour policy, which can be found on our website [here](#).

We are mindful that the government does not regard suspension or exclusion to be justified for:

- A breach of uniform or appearance, except for persistent defiance of the school's uniform expectations
- Minor incidents, such as failure to complete home learning
- Poor academic work.
- Lateness or truancy
- Pregnancy

- Misdeeds by a child who has special educational needs where that need is the reason for the behaviour, except for very serious offences.

### **Permanent Exclusion**

The decision to permanently exclude a pupil will be taken only:

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

A permanent exclusion will be used only as a last resort and, in the case of a permanent exclusion for persistent breaches of the behaviour policy, only when a range of strategies have been tried without success.

There may be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

Serious actual or threatened violence against another pupil or a member of staff, including but not limited to sexual assault or sexual violence.

The school may also consider it necessary to inform the police where a criminal offence has taken place and / or whether to inform other professionals such as Children's Social Care.

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.”

## **3. Roles and responsibilities**

### **3.1 The headteacher**

The headteacher will ensure that the required processes are followed and will provide information to parent(s) / carer(s) of pupils who have been suspended or excluded, in line with legislation, as explained below.

#### **Information for parent(s) / carer(s) about the suspension or exclusion**

The headteacher will, in a timely manner, provide the following information, in writing, to the parent(s) / carer(s) of a suspended or excluded pupil:

- The reason(s) for the suspension or exclusion
- The length of a fixed-term suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' / carers' right to make representations about the suspension or exclusion to the Governing Body and how the pupil may be involved in this
- How any representations should be made



- Where there is a legal requirement for the Governing Body to meet to consider the reinstatement of a pupil, and that parent(s) / carer(s) have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

### **Method of communication**

Information for parent(s) / carer(s) will be put in writing and will be sent either by email or by delivering a letter directly to the parents(s) / carer(s) with whom the pupil resides. The address used will be that recorded on our management information system as provided by the parent(s) / carer(s).

The information can also legally be sent home with the excluded pupil, but in this case we will always send a duplicate copy by an alternative method as above.

### **Parents' / carers' responsibilities**

The headteacher will also notify parents by the end of the afternoon session on the day their child is suspended or excluded that:

- If the fixed term of a suspension is 5 days or fewer, parent(s) / carer(s) are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.
- Otherwise, for the first 5 school days of a suspension or exclusion, or until the start date of any alternative provision where this is earlier, parent(s) / carer(s) are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

### **Alternative educational provision**

If alternative provision is being arranged, the following information will be included when notifying parent(s) / carer(s) of an 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, it may be provided in a subsequent notice, but it will be provided 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 an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

### **Informing the Governing Body and local authority**

The headteacher will immediately notify the Governing Body and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period suspension is followed by a decision to permanently exclude a pupil
- Suspensions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Suspensions or exclusions which would result in the pupil missing a public examination
- 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.

The headteacher will also prepare a termly report for the Governing Body informing them of all suspensions and permanent exclusions.

### **Returning to school after a suspension**

At Burwell Village College Primary School we strongly believe that pupils should be supported and encouraged to learn from mistakes and to make improvements. Before a pupil returns to school following a suspension they will be expected to meet a senior member of staff with their parent(s) / carer(s).

The purpose of the return to school meeting is to ensure any issues are resolved and the pupil can make a positive start back to school. Extra support measures may be agreed at this meeting. In rare cases, for example pupils with specific SEND who may need a 'routine start' to a school day, a meeting including them may not be appropriate. During SEND reviews any suspensions will form part of the discussion.

## 3.2 The Governing Body

### The powers of the Governing Body

The Governing Body may review suspensions or permanent exclusions and will consider any representations made by the parent(s) / carer(s) of the pupil.

The Governing Body has no power to increase the severity of suspensions. It can, however, uphold a suspension or permanent exclusion or direct the pupil's reinstatement, either immediately or by a particular date.

However, in the case of suspension that does not bring the pupil's total number of days of suspension to more than five days in a term, the Governing Body cannot direct reinstatement and is not required to arrange a meeting with the pupil's parents(s) / carer(s).

### The role of the Governing Body

The Governing Body will monitor the school's use of suspensions and exclusions including their use with specific groups of pupils.

For a suspension of more than 5 school days, the Governing Body will ensure that suitable full-time education is arranged for the pupil. This provision will begin no later than the sixth day of the exclusion.

Provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.

**Note:** For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

The Governing Body has a duty to consider the reinstatement of an excluded pupil. At such time as this is necessary, a group of governors will be convened by the Chair of Governors.

## 4. Process for Permanent Exclusions and longer suspensions

### 4.1 Governors' Discipline Committee

In the event that the Governing Body is required to perform its functions in respect of suspensions and permanent exclusions, a committee will be convened by the Chair of Governors (hereafter referred to as 'the committee').

- The committee consists of at least three governors.
- All governors who serve on a discipline committee receive training to help them discharge their duties. A clerk to the discipline committee is also appointed.

The committee can hear more than one appeal at a single sitting, so long as it complies with the statutory time limits related to each one.

- If one of the committee has knowledge of the pupil(s) involved in the suspension or permanent exclusion, or of the incident that led to that suspension or permanent exclusion that could affect their impartiality, they should step down.
- The chair has a casting vote in all cases where an even number of governors are considering the case
- If the suspension or permanent exclusion could result in a pupil missing a public examination, the committee will make every effort to meet before the date of the examination. Should this not be possible, then the chair of governors will consider the suspension or permanent exclusion and decide whether to re-instate the pupil (these are the only circumstances in which the chair alone will review the suspension or permanent exclusion). When this occurs, the parents also have the right to make oral representations. If possible, the chair of governors will have the advice of the LA exclusions officer. The committee or chair of governors may agree to allow the pupil back on to the school premises for the sole purpose of sitting an examination, or make arrangements for the examination to be taken and invigilated off the school site, but they are not obliged to do so.

#### **4.2 Convening an appeal meeting Suspensions of 5–15 days**

- If the parent(s) / carer(s) of a suspended pupil make written representations, the committee will consider them.
- No statutory time limits apply to the consideration of such suspensions.
- The committee has the discretion to agree to a meeting to discuss the suspension, if this is requested by the parent(s) / carer(s)
- In the case of a suspension of more than five but not more than 15 school days, the committee, once having agreed to hold a meeting, will hold that meeting between the 6th and the 50th school day after receiving notice of the suspension from the headteacher.

#### **Longer suspension and permanent exclusions**

Should the suspension be for more than 15 days, or the total of suspensions is more than 15 days that term, or if the exclusion is a permanent one, the committee normally has a duty to convene a meeting to be held between the 5th and the 16th school day after the date of receipt of a notice to consider the suspension or permanent exclusion. The Governing Body need not postpone a meeting if a police investigation of a potential crime associated with the reason for the permanent exclusion is underway.

The parent(s) / carer(s), the headteacher and an LA exclusions officer will be invited to the meeting at a time and a place convenient to all the participants, within the statutory time limit. The parent and the school may each be accompanied by an advisor (in the case of the parent(s) / carer(s) this may be a friend or another adult of their choosing). The committee will ask for any written statements, including witness statements in advance of the meeting.

The clerk will circulate in advance of the meeting any written statements and a list of those who will be present at the meeting to all parties.

**Note:** if a pupil has a number of lunchtime suspensions in any one term which add up to more than five school days, the rules above also apply.

### 4.3 Preparation before the meeting

The Governing Body should:

- Not discuss the suspension or permanent exclusion with any party outside the meeting.
- Identify the steps they will take to enable and encourage the pupil to attend the meeting and speak on their own behalf.

### 4.4 Conduct of the meeting

The meeting will be conducted as follows:

- No party to the review will be alone with the committee before, during or after the meeting.
- The clerk makes all introductions and explains the reason for the meeting and the powers held by the committee either to uphold a suspension or permanent exclusion or reinstate the pupil.
- The school representative, usually the headteacher, will present the school's case.
- The headteacher can be questioned by all the other parties.
- The parent(s) / carer(s) will be asked to give their reasons for appealing. This may be presented by the parent(s) / carer(s) friend or representative if they wish.
- The parent(s) / carer(s) and the pupil, if present, will still be asked if they have anything to add.
- The other parties may question the parent(s) / carer(s) and/or comment on what the family has said.
- An LA representative will provide information on support for pupils in the LA and how similar incidents have been dealt with by other schools, and can be questioned on these, but may not comment on the specific case being discussed.

The school sums up its case.

- The parents or their representative sum up their case.
- All the parties except the committee and the clerk leave.
- The committee will apply the balance of probabilities standard of proof to the allegation of misconduct by the pupil. The more serious the allegation, the more convincing the substantiating evidence needs to be. This is not the same as requiring the criminal standard of 'beyond all reasonable doubt' to be applied.

#### 4.5 The decision – suspension

The clerk may help the committee in making its decision by reference to notes taken, by reminding them of statutory procedures where relevant and by wording the decision letters afterwards.

In the case of suspension, it is possible that the suspension may already have expired and the pupil is back in school before the committee has met. In that case:

- The committee will decide whether or not, based on the evidence submitted, they would have reinstated the pupil during the suspension.
- The outcome should be added to the pupil's record for future reference.

In rare cases, the parents may have already decided that they do not want their child reinstated whatever the committee's decision. Under those circumstances, the committee should simply record whether or not they believed that the headteacher's decision was justified. This view should be recorded and sent to the parents.

If the suspension is still operative:

- The committee can either uphold the suspension, which will have to run its course, or
- Direct the pupil's reinstatement either immediately or on a named date.

The committee through the clerk must inform the parents, the headteacher and the LA of their decision in writing within one school day of the hearing, giving the reasons. They may not attach any conditions to any direction they have given the headteacher to reinstate the pupil.

The school has in place established procedures both for the return to school of a pupil whose suspension has been upheld, and for the reinstatement of a pupil whose permanent exclusion has been overturned. On their return, a pupil first has a meeting with the headteacher or another senior member of staff, responsible for the pupil's welfare, along with their parents.

#### 4.6 The decision – permanent exclusion

Burwell Village College Primary School follows government guidance which sets out reasons why it would normally be inappropriate to reinstate a pupil. These are:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying illegal drugs.
- Persistent and malicious disruptive behaviour, including open defiance or refusal to conform to school rules.

When the committee decides to uphold a permanent exclusion, a letter to the parent(s) / carer(s) will state:

- Their reason for the decision.
- The right of the family to refer the case to an independent review panel, together with the name and address of the person to whom any request for a review should be sent.
- The date by which any request for a review should be lodged.

- That any request for a review must set out the grounds on which the request is made.
- That any claims on grounds of disability discrimination can also be set out. If a case for discrimination is made, this will be referred to a first-tier tribunal or a county court.

If the committee decides to overturn the permanent exclusion, as with suspensions, the decision as to whether there is to be an immediate reinstatement or a later date for this to occur will be conveyed to all parties. A note of the Governing Body's views on the permanent exclusion will be placed on the pupil's school record with copies of relevant papers.

#### **4.7 Independent review panels**

We advise parents that they have the right to request a review of the decision by the governor's committee to uphold a permanent exclusion through an independent review panel and how this can be done. The request will normally be made to the clerk of the review panel. Parents / carer(s) will also be given:

- A link to the statutory guidance on permanent exclusions. The statutory guidance, which came into force on 1 September 2017, has a non-statutory guide for parent(s) / carer(s), intended to support parent(s) / carer(s)' understanding of the permanent exclusion process. This is found in annex C of the guidance.
- A link to the Children's Legal Centre.

The LA is responsible for managing and training independent panels concerning cases of permanent exclusion. An independent panel cannot overturn the decision of a governors' committee. They can uphold the decision or recommend that the governors reconsider. Further, if they have grounds for believing that the governors' decision was flawed in any way, they can quash the decision and direct the Governing Body to reconsider their decision.

The LA may appoint a clerk to provide advice to the panel and parties to the review on procedure, legislation and statutory guidance on suspensions or permanent exclusions. There is statutory guidance on who is eligible to be an independent review panel clerk. Their duties both before and during the hearing are clearly stated. The LA will ensure that all panel members and clerks have received training within the two years before the date of the review, and details are given in the guidance as to what that training must comprise.

If requested by parent(s) / carer(s) in their application for an independent review panel, the LA must appoint a SEND expert to attend the panel and cover the associated cost of this appointment.

The statutory guidance is also very specific concerning the role of the panel in reviewing the Governing Body's decision not to reinstate a permanently excluded pupil.

The panel may decide to adjourn a hearing if there is an on-going police investigation and/or criminal proceedings associated with the permanent exclusion. The panel will reconvene at the earliest opportunity but may adjourn more than once if necessary.

**The government consulted in spring 2022 whether to include remote access meetings as a permanent parental option. The outcome of the consultation has not yet been published.**

#### 4.8 Follow up

The headteacher will, however, remove the name of a permanently excluded pupil from the school admissions register if:

- 15 school days have passed since the parent(s) / carer(s) were notified of the Governing Body's decision to uphold the permanent exclusion and no application for an IRP review has been received.
- The parent(s) / carer(s) have stated in writing that they will not be applying for an independent review.

If the parent(s) / carer(s) go on to make a discrimination claim which is upheld by either a first-tier tribunal or the county court, the pupil must be re-instated.

#### 4.9 Parenting orders

Under the Anti-Social Behaviour Act 2003, LAs have powers to apply for a parenting order to help address children's behaviour. A parenting order is a court order which compels parent(s) / carer(s) to attend parenting classes and to fulfil other requirements as determined necessary by the court for improving their child's behaviour.



We may consider asking the LA to do this following a permanent exclusion or a second suspension within 12 months, particularly if parent(s) / carer(s) have not responded to the opportunity to meet with us or the governors' committee.

#### **4.10 Financial implications of permanent 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.

If an independent review panel requires the Governing Body to reconsider a permanent exclusion but the Governing Body upholds that permanent exclusion, the school will be charged an additional £4,000 to the LA. The money will not be deducted if the parent(s) / carer(s) decline a reinstatement offered by the school.

This is to ensure that the money follows the child to whatever form of education s/he receives after the permanent exclusion. Special arrangements can be made if the child moves to another LA or would be about to move anyway from one phase of education to another, for example, at age 11.

## **5. Monitoring and review**

### **5.1 Monitoring**

The headteacher and governors monitor the use of suspensions and exclusions, paying particular attention to pupil groups who may be more vulnerable to exclusion and the impacts of exclusion.

### **5.2 Review**

This policy is regularly reviewed and views sought from key stakeholders. The Policy is approved by the Governing body.

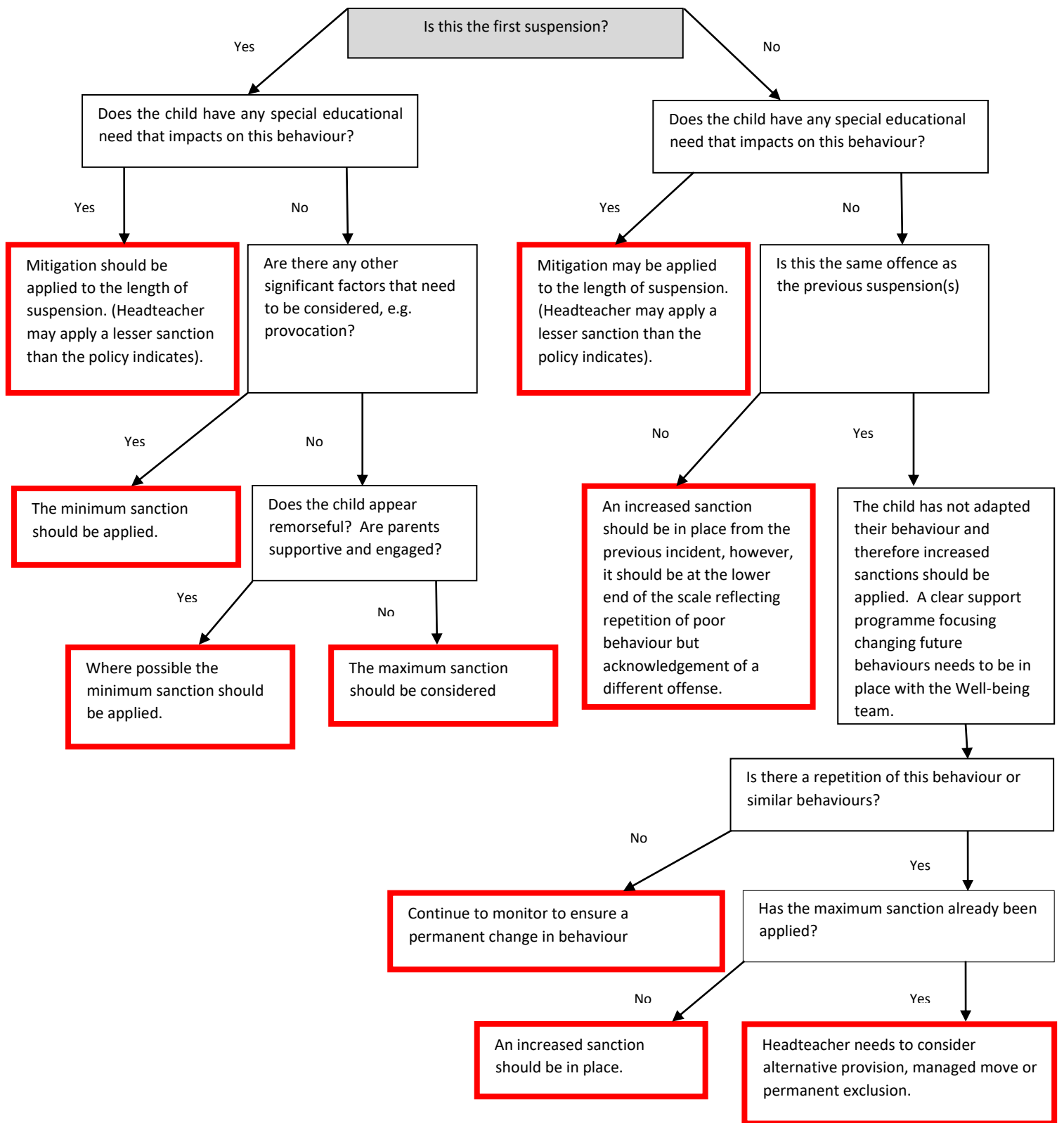
## 6. Decision-making guidance

It is really important when considering suspension as a sanction that the school considers proportionality. In order to ensure that there is consistency in decision making the following are guidelines for proportionate time to serve a suspension depending on the severity of the behaviour.

It is important to note that these are not statutory timeframes but guidelines based on school experience. They are also not minima and maxima periods. Headteacher judgement and discretion must always be used in determining whether a sanction is proportionate.

It will also be important to consider whether this is the first suspension for this type of behaviour as this will escalate timeframes further.

Behaviour	Duration
First and/or less severe behaviours (the assumption is that the behaviour is significant enough to warrant suspension)	
Violent conduct	1-3 days
Bullying, racist, homophobic or protected characteristic abuse. Explicit language that is either persistent or specifically targeted.	2-4 days
Sexual harassment	3-5 days
Repeated and/or severe behaviours	
Extreme or continued violent conduct	4-6 days
Sexual violence	5-10 days
Repeated bullying, homophobic, racist or other protected characteristic abuse. Repeated explicit language that is either persistent or specifically targeted. Repeated sexual harassment	6-10 days
Repeated sexual violence	10+



\*Read outline indicates end of process