Windsor Academy Trust

Policy: Suspensions and Exclusions Policy	
Responsible Committee:	Education, Performance and Standards Committee
Implementation date:	September 2026
Next review date:	July 2027

DOCUMENT CONTROL	
VERSION NUMBER:	V1.0
POLICY STATUS:	Statutory
POLICY TYPE:	Trustwide
REQUIRED TO PUBLISH:	Yes
POLICY LEAD:	Director of Education

VERSION CONTROL		
VERSION	**DATE**	**CHANGES**
V1.1	11/11/2025	Changes made to reflect change to LCC structure
V1.2	26/07/2026	Changes made to reflect the new statutory Department for Education (DfE, July 2026) guidance “Suspension and permanent exclusion guidance”

Contents

1. Aims and Principles
2. Legislation and statutory guidance
3. Suspension and Permanent Exclusions
4. Preventing suspension and permanent exclusion
5. The Equality Act (2010) and Special Educational Need
6. The decision to exclude
7. Evaluating evidence
8. Communication
   - With parents (or the pupil if they are over 18)
   - With the Local Community Committee (Resolutions Team)
   - With social workers and/or VSH
   - With the Local Authority
   - With the WAT central team
9. Withdrawing a suspension or permanent exclusion
10. Provision of education for excluded pupils
11. Duties of the Resolutions Team
12. Independent Review
13. Remote access to meetings
14. School registers
15. Monitoring arrangements

1. Aims and Principles

1.1 WAT will ensure that all its schools are calm and orderly environments where pupils are, and feel, safe. Sometimes, suspensions and exclusions are needed to maintain a calm, orderly and safe environment.

1.2 All WAT schools will use suspensions and exclusions in line with the statutory guidance issued by the Department for Education (DfE, July 2026). Suspensions and exclusions are serious measures.

1.3 Our schools aim to:

- Ensure that the exclusions process is applied fairly and consistently
- Help those involved in local governance, staff, parents and pupils understand the exclusions process
- Ensure that 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

1.4 Throughout this policy, 'exclusion' means a permanent exclusion and 'suspension' means exclusion for a fixed period of time.

2. Legislation and statutory guidance

2.1 This policy is based on statutory guidance from the Department for Education: 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'. The DfE's statutory guidance takes account of various other pieces of legislation and regulations.

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

3. Suspension and Permanent Exclusion

3.1 We will only use suspensions and permanent exclusions in response to a breach or 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 such as staff or pupils in the school.

Suspension

3.2 A suspension is where a pupil is not allowed to attend school for a fixed period of time. There is a limit of 45 school days in an academic year for suspensions. The law does not allow for extending a suspension or 'converting' a suspension into 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 an exclusion may be issued to begin immediately after the end of the suspension. Where a pupil has received multiple suspensions or is approaching the legal limit of 45 school days of suspension in an academic year, the headteacher should consider whether exclusion is an effective measure to help pupils behave well.

Permanent Exclusion

3.3 A permanent exclusion is where a pupil is not allowed to return to school and is taken off the school roll.

3.4 We will only ever use a permanent exclusion as a last resort and only when absolutely necessary, and:

- 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 such as staff or pupils in the school.

3.5 The behaviour of a pupil outside school ***can be*** considered grounds for an exclusion.

3.6 No policy can cover every circumstance and each case will be judged on its merits. The following list provides *examples* of what may constitute a serious breach (in or out of school). The list is neither exhaustive nor definitive:

- repeated visits to internal exclusion (refocus) for persistent breaches of the academy's code of conduct;
- serious violence, actual or threatened, against a pupil or member of staff;
- bringing onto academy premises or being found in possession of anything that constitutes an offensive weapon or illegal substance;
- bullying/cyberbullying or other harmful online behaviour;
- bringing 'outsiders' onto academy property;
- sexually inappropriate behaviour, sexual abuse or assault;
- threatening others – physical or verbal;
- cursing or inappropriate gestures – particularly towards an adult;
- deliberate involvement in or instigation of conflict;
- verbal aggressiveness towards a peer or adult;
- willful disobedience or serious disrespect to an adult;
- stealing;
- knowingly possessing stolen property;
- vandalism and destruction of property;
- consistently disrupting learning;
- misusing fire alarms or extinguishers;
- smoking (including shisha pens or e-cigarettes) or drinking alcohol, using or distributing drugs or other illegal substances;
- cheating in a test or exam;
- wearing, displaying or graffiting 'gang' affiliated items and phrases;
- any other one-off behaviour event considered by the headteacher to be serious.

3.7 <u>Safeguarding separation</u>

In exceptional circumstances, a headteacher may find it necessary to send a pupil home or direct them not to attend school premises for non-disciplinary safeguarding reasons. This includes instances where it is necessary to physically separate pupils following a serious allegation of harm while a formal safeguarding or police investigation is conducted.

Because this measure is taken purely to ensure welfare and protect pupils, it does not constitute a disciplinary suspension or permanent exclusion. The school will ensure that this arrangement is kept under continuous close review, that suitable education is maintained, and that it is never used as a covert or informal disciplinary sanction.

4. Preventing suspension and permanent exclusions

4.1 WAT schools are committed to taking action to limit the number of suspensions and exclusions that take place. Therefore, all WAT Schools will:

- identify any patterns that suspensions and exclusions form and seek to take action on those patterns;

- have a reintegration strategy to ensure that a pupil gets a fresh start following a

suspension or off-site direction.

5. The Equality Act (2010) and Special Educational Need

5.1 We have a statutory duty not to discriminate against pupils on the basis of protected characteristics. We will give particular consideration to pupils who are more vulnerable, based on national figures, to be excluded, and those groups who, in our schools, are vulnerable to exclusion.

5.2 For disabled children, we will make reasonable adjustments to policies and practices as appropriate. We will not create policies or use practices that discriminate against pupils with protected characteristics by unfairly increasing their risk of suspension or exclusion. We will comply with our statutory duties in relation to SEN when administering the suspension/exclusion process. This includes having regard to the SEND Code of Practice.

5.3 Where we have concerns about the behaviour, or risk of suspension/exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, we will, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, we will evaluate whether there is a need to request an early annual review or interim/emergency review.

6. The decision to exclude

6.1 Only the headteacher, or acting headteacher, can exclude a pupil from school.

6.2 We will only ever use exclusion when absolutely necessary as a last resort, and:

- 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 such as staff or pupils in the school.

6.3 When considering an exclusion or suspension, the headteacher will consider:

- all the relevant facts and evidence on the balance of probabilities, including taking into account any contributing factors (for example bereavement, mental health, bullying),
- whether the incident(s) leading to the exclusion were provoked and whether this forms some mitigation,
- where possible, the pupil's version of events. The headteacher will consider the views of the pupil, unless it would not be appropriate to do so. pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

6.4 Before deciding whether to exclude a pupil, the headteacher will consider:

- an off-site direction
- a managed move - the law does not allow for 'trial admissions' or 'trial managed moves'." A managed move must be intended to be permanent from the outset. It is a permanent transfer to another mainstream school and must strictly comply with the School Admissions Code and standard in-year admission processes. A managed move can only proceed with the explicit consent of the admission authority of the receiving school, alongside the consent of the parents.
- alternative provision

- a pupil's special educational needs and/or disabilities, including whether any reasonable adjustments are needed or have been made
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC)).

Where an off-site direction, managed move or alternative provision is pursued as an alternative strategy, the school will discuss the arrangement with the pupil to gather their views and ensure they understand the reasons for the final decision.

6.5 This does not mean that all of the above courses of action will be taken before a permanent exclusion, but that each will have been considered.

7. Evaluating evidence

7.1 When establishing the facts in relation to a suspension or exclusion decision the headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

8. Communication

With parents (or the pupil where they are 18 or over)

8.1 If a pupil is at risk of suspension or exclusion the headteacher will inform the parents/pupil 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.

8.2 Schools have a duty of care to take reasonable steps to ensure pupils' welfare. Therefore, the headteacher or her/his delegate will inform parent(s) of an exclusion - in person or by telephone - before a pupil is sent off-site.

8.3 The headteacher will also provide the following information, in writing without delay, to the parents of a suspended or permanently excluded pupil (or the pupil where they are 18 or over):

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension, or for permanent exclusion, the fact that it is permanent
- Information about parents/pupils right to make representations about the suspension/permanent exclusion to the Local Advisory Body and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Resolutions Team to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend
- That parents/pupil have the right to request that the meetings be held remotely, and how and to whom they should make this request

8.4 If the pupil is of compulsory school age, the headteacher will also notify parents 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 an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents 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 may be given a fixed penalty notice or prosecuted if they fail to do this

8.5 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 pupil needs in order to identify the person they should report to on the first day

8.6 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' consent.

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

Local Community Committee - Resolutions Team

8.8 The headteacher will, without delay, notify the Local Community Committee who further delegates responsibility for hearing of suspensions or permanent exclusions to a Resolutions Team, in line with the Scheme of Delegation.

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

With social workers and/or VSH

8.9 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

8.10 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.

8.11 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 pupil'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)

8.12 The social worker/VSH will be invited to any meeting of the Resolutions Team 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.

<u>With the local authority</u>

8.13 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

8.14 For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil'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.

<u>With WAT central team</u>

8.15 WAT Headteachers will consult with the Director of Education, Director of Primary and/or Executive School Improvement Leaders, before reaching any decision to permanently exclude.

8.16 The headteacher will notify the Director of Education and Director of Primary, immediately (within 24 hours) of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term, and;
- any exclusion which would result in the pupil missing a public examination or national curriculum test.

9. Withdrawing a suspension or permanent exclusion

9.1 The headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the Resolutions Team. Where an exclusion is cancelled, then:

- Parents (or pupil if they are 18 or older), the Local Advisory Body, and the LA should be notified without delay and - if relevant - the social worker and VSH;
- The notification must provide the reason for the cancellation
- The Local Advisory Body's duty to hold a meeting and consider reinstatement

ceases

- Parents (or the pupil is they are 18 or older) should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- the pupil will be allowed back into 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.

9.2 A permanent exclusion cannot be cancelled if the pupil 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.

10. Provision of education for excluded pupils

10.1 On the sixth day of an exclusion, the school, under the direction of the headteacher (or local authority, in the event of a permanent exclusion) must arrange suitable full-time education for any pupil of compulsory school age. Online pathways may be used for this. 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.

10.2 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.

10.3 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.

10.4 Where a pupil receives consecutive suspensions, these are regarded as a cumulative period of exclusion for the purposes of this duty.

10.5 Schools are responsible for recording exclusions on the school's relevant Management Information System (MIS) in a timely manner and keeping careful track of suspensions that total more than 15 days in a term.

11. Duties of the Resolutions Team

11.1 Responsibilities to consider representations or reinstatement are delegated to the Resolutions Team, as a delegated function of the Local Community Committee in line with the scheme of delegation. Where required, the Resolutions Team will convene a panel of three representatives.

11.2 The Resolutions Team has a duty to consider parents'/the pupil's (if they are 18 or older) representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

11.3 For any suspension of more than 5 school days,school will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension. Such provision does not have to be arranged for pupils in their final year of compulsory education who do not have any further public exams to sit.

<u>Considering the reinstatement of a pupil</u>

11.4 The Resolutions Team will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

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

11.5 Where the pupil has been suspended, and the suspension does not bring the total number of days of suspension to more than five in a term, the Resolutions Team must consider any representations made by parents/the pupil (if they are 18 or older). However, it is not required to arrange a meeting with parents/the pupil and it cannot direct the headteacher to reinstate the pupil.

11.6 Where the pupil has been suspended for more than five, but not more than 15 school days, in a single term, and the parents/pupil make representations to the Resolutions Team, a panel will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/pupil do not make representations, the committee is not required to meet and it cannot direct the headteacher to reinstate the pupil.

11.7 Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the Resolutions Team will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test.

11.8 The following parties will be invited to a meeting of the Resolutions Team and allowed to make representations or share information:

- Parents, or the pupil if they are 18 or older (and, where requested, a representative or friend, subject to a reasonable limit on attendee numbers set by the panel chair)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

11.9 Resolutions Team panel meetings can be held remotely at the request of parents, (or pupil if they are 18 or older). See section 13 for more details on remote access to meetings.

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

11.11 The panel can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the committee cannot do this in accordance with it's statutory powers)

11.12 In reaching a decision, the panel will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to panel

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

11.14 The clerk will be present when the decision is made.

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

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

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

11.17 Where an exclusion is permanent and the Resolutions Team has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents'/the pupil's (if they are 18 or older) right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents 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

- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

12. Independent Review

12.1 If parents/the pupil (if they are 18 or older) apply for an independent review within the legal timeframe, Windsor Academy Trust will, at their own expense, arrange for an independent panel to review the decision of the Resolutions Team not to reinstate a permanently excluded pupil.

12.2 Applications for an independent review must be made within 15 school days of notice being given to the parents/pupil by the Resolutions Team of its decision to not reinstate the 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.

12.3 Independent reviews can be held remotely at the request of parents/pupils. See section 13 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

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

- Are a member or trustee of the academy trust

- Are the headteacher of the excluding school, or have held this position in the last 5 years

- Are an employee of the academy trust (unless they are employed as a headteacher at another school in the trust)

- Have, or at any time have had, any connection with the academy trust, school, Academy Committee, 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 1 for what training must cover)

12.5 The panel must consider the interests and circumstances of the pupil, including the

circumstances in which they were permanently excluded, and have regard to the interests of other pupils and people working at the school.

12.6 Taking into account the pupil's age and understanding, the pupil or their parents 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.

12.7 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.

12.8 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.

12.9 Where a VSH is present, the panel must have regard to any representation made by the social worker 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 pupil's permanent exclusion.

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

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

12.11 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.

12.12 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 Resolutions Team at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Resolutions Team and that it ought to have considered if it had been acting reasonably.

12.13 If evidence is presented that the panel considers it is unreasonable to expect the Resolutions Team 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.

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

12.15 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 Resolutions Team does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the Resolutions Team to place on the pupil's educational record

13. Remote Access to Meetings

13.1 Parents, or pupils if they are 18 or older, can request that a governing board meeting, or independent review panel be held remotely. If the parents/pupil don't express a preference, the meeting will be held in person. The Resolution Team may deny a parent's request for a remote meeting if a risk assessment indicates that a remote format would not enable full participation or prevent the meeting from being held fairly and transparently.

13.2 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.

13.3 Remotely accessed meetings are subject to the same procedural requirements as in-person meetings. The Trust make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which 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

13.4 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.

13.5 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

14. School registers

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

- 15 school days have passed since the parents/pupil (if they are 18 or older) were notified of the Resolutions Team decision to not reinstate the pupil and no application has been made for an independent review panel, or;
- the parents/pupil have stated in writing that they will not be applying for an independent review panel.

14.2 Where an application for an independent review has been made, the school, will wait until that review has concluded before removing a pupil's name from the register.

14.3 While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, register codes will be used in line with the relevant government guidance.

14.4 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 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 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) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents 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.

15. Monitoring arrangements

15.1 The member of the school's senior leadership team responsible for pupil services/pastoral care is required to monitor the number of exclusions every term and reports back to the headteacher. They may also liaise with the local authority to ensure suitable full-time education for excluded pupils.

15.2 The school and trust will collect data on the following in relation to suspensions and permanent exclusions. The data will be analysed from a variety of perspectives. The data will be analysed regularly by the Board of Directors and its delegated committees in accordance with the Scheme of Delegation. This analysis explicitly examines trends by pupil characteristics and vulnerabilities. This oversight will include a regular review of any safeguarding separation arrangements utilised by the school.

15.3 Within 14 days of receiving a request, the Board of Directors will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

15.4 This policy will be reviewed annually by the WAT Education, Performance and Standards Committee, which will make recommendations for approval by the Board of Directors of any amendments it proposes.

Appendix 1: Independent Review Panel training

The academy trust must make sure that all members of an independent review panel and clerks have received training within the two 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 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