



Exclusion Policy

This policy applies to all pupils in the school, including in the EYFS

Signed:	
Chair of Trust Board:	Claire Delaney
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1.0 Bellevue Place Education Trust – Our commitment

Learn, Enjoy, Succeed

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools, well-supported, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through a skills-based curriculum, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with parents, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn. Our focus is on all pupils, regardless of background or academic ability, focusing on pupils with Special Educational Needs as well as those who are more able.

2.0 Statement of intent

At BPET, we understand that good behaviour and discipline is essential for promoting a high-quality education.

Amongst other disciplinary sanctions, BPET recognises that exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of one of the school's behaviour policy. Excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils should only be used as a means of last resort.

BPET has created this policy to clearly define the legal responsibilities of the headteacher, Trust Central Team (CEO/Director of Education) and LA when responding to pupil exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance.

This policy also aims to secure a pupil's right to an education despite having been excluded, by ensuring that appropriate arrangements are in place.

3.0 Legal framework

- 3.1. This policy has due regard to the related statutory legislation including, but not limited to, the following:
 - The Education Act 2002
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
 - The Education and Inspections Act 2006
 - The Education Act 1996
 - The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
 - The European Convention on Human Rights (ECHR)
 - The Equality Act 2010

- 3.2. This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
 - DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
 - DfE (2016) 'Behaviour and discipline in schools'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2018) 'Mental health and behaviour in schools'

- 3.3. This policy will be implemented in conjunction with the following school policies and procedures:
 - Behavioural Policy
 - Anti-Bullying Policy
 - Pupil Code of Conduct
 - Special Educational Needs and Disability (SEND) Policy
 - Social, Emotional and Mental Health (SEMH) Policy
 - Child Protection and Safeguarding Policy

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

4.0 Roles and responsibilities

Governance of exclusions: Responsibilities regarding exclusions is delegated to the BPET CEO/Director of Education.

They have a duty to consider the reinstatement of an excluded pupil including the consultation with or appointment of an independent panel.

For a fixed-period exclusion of more than 5 days, the BPET CEO/Director of Education will arrange suitable full-time education for the pupil (usually at another BPET school). This provision will begin no later than the sixth day of the exclusion.

- 4.1. The Trust Central Team (CEO/Director of Education) is responsible for:

- Providing information to the Secretary of State and LA about any exclusions within the last 12 months.
- Arranging suitable full-time education for any pupil of compulsory school age excluded on a fixed-term basis.
- Considering parents' representations about exclusions within 15 school days of receiving notice if the appropriate requirements are met.
- Where an exclusion would result in a pupil missing a public examination or test, considering the exclusion before this date.
- Considering whether it would be appropriate for a pupil to be permitted onto the school premises to sit the public examination or test.
- Arranging the representation meeting at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Adhering to its responsibilities to consider the reinstatement of pupils.
- Considering the interests and circumstances of the excluded pupil, including the circumstances in which they were excluded, and have due regard to the interests of others at the school.
- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to an exclusion.
- Ensuring clear minutes are taken of the representation meeting.
- Noting the outcome of the representation meeting on the pupil's education record, along with copies of relevant papers for future reference.
- Notifying the pupil's parents, the headteacher and LA of its decision and the reasons for it, without delay.
- Where appropriate, informing parents of where to apply for an independent review panel.
- Informing parents of relevant sources of information.
- Ensuring a pupil's name is removed from the school admissions register, where appropriate.
- Reconvening within 10 school days to reconsider reinstatement of a pupil where directed to do so by the exclusions review panel.
- Arranging for an independent review panel hearing to review the decision of the Trust Central Team not to reinstate a permanently excluded pupil where required. Arranging the hearing without delay at a time, date and venue convenient for all parties.
- Ensuring the independent review panel consists of three or five members as appropriate, which represent the required categories.
- Appointing a clerk to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions.
- Ensuring all panel members and the clerk have received training within the two years prior to the date of the review.
- If requested by parents, appointing a SEND expert to attend the panel and covering the associated costs of this appointment

4.2. The clerk to the exclusions review panel is responsible for:

- Making reasonable efforts to inform the appropriate individuals that they are entitled to:

- Make written representations to the panel.
- Attend the hearing and make oral representations to the panel.
- Be represented.
- Making reasonable efforts to circulate copies of relevant papers at least five school days before the review to all parties.
- Giving all parties details of those attending and their role, once the position is clear.
- Attending the review and ensuring that minutes are produced in accordance with instructions from the panel.

4.3. The headteacher is responsible for:

- Implementing good levels of discipline to ensure all pupils can benefit from the opportunities provided by education and to minimise potential exclusions.
- Applying the civil standard of proof when establishing the facts in relation to an exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the exclusion process, as outlined in the Special Educational Needs and Disability (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a pupil has suffered bereavement, bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of exclusions as a sanction, e.g. if a pupil has received multiple exclusions or is approaching the legal limit for exclusions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, eligible for FSM, LAC and those from certain ethnic groups.
- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Determining whether a pupil will be excluded on disciplinary grounds.
- Withdrawing any exclusions that have not been reviewed by the BPET CEO/Director of Education, where appropriate.
- Ensuring any decision to exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following an exclusion.
- Making the decision to exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Notifying a pupil's parents without delay where the decision is taken to exclude the pupil, including the days on which the parents must ensure the pupil is not present in a public place at any time during school hours, as well as any other necessary information statutorily required.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the CEO/Director of Education of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.

- Notifying the CEO/Director of Education once per term of any exclusions not already notified.
- Organising suitable work for excluded pupils where alternative provision cannot be arranged.

4.4. The LA is responsible for:

- Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of LAC.
- Arranging suitable full-time education for any pupil of compulsory school age excluded permanently, in coordination with the school.
- Reviewing and reassessing pupils' needs in consultation with their parents where they have an EHC plan and are excluded permanently, with a view to identifying a new placement.

5.0 Grounds for exclusion

- 5.1. The school will only exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behavioural Policy, have failed to be successful.
- 5.2. The following examples of behaviour may underline the school's decision to exclude a pupil:
- Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises
 - Any incidents which breach the law
 - Persistent and severe bullying
 - Verbal and physical abuse
 - Constant disruption
 - A single, serious and major incident, e.g. serious assault on another individual leading to injury
- 5.3. Pupils can be excluded on a fixed-period basis, i.e. up to 45 school days within a year, or permanently. Similarly, pupils can be permanently excluded following a fixed-period exclusion, where further evidence is presented.
- 5.4. In all cases, the headteacher will decide which exclusion period a pupil will be subject to, depending on what the circumstances warrant.
- 5.5. The school has the power to direct a pupil off-site to improve their behaviour.

6.0 The headteacher's power to exclude

- 6.1. Only the headteacher has the power to exclude a pupil from the school, and is able to decide whether this is on a fixed-period or permanent basis. All exclusions will only be issued on disciplinary grounds.
- 6.2. The headteacher is able to exclude pupils from the premises where their behaviour is disruptive during lunchtime. All lunchtime exclusions will be counted as half of a school day.
- 6.3. The headteacher is able to consider a pupil's disruptive behaviour outside of the school premises as grounds for exclusion, in accordance with the school's Behavioural Policy.
- 6.4. Any decision made to exclude a pupil will be lawful, proportionate and fair, with respect to legislation relating directly to exclusions and the school's wider legal duties, including the ECHR.
- 6.5. All exclusions will be formally recorded on the pupil information system.

- 6.6. When sending a pupil home following any exclusion, the headteacher will ensure that they exercise their duty of care at all times and will always inform the parents.
- 6.7. The headteacher will apply the civil standard of proof when responding to the facts relating to an exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.
- 6.8. The headteacher may withdraw any exclusion that has not already been reviewed by the Trust Central Team (CEO/Director of Education).
- 6.9. At all times, the headteacher will take into account their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds, e.g. race, sex, disability, and will not increase the severity of a pupil's exclusion on these grounds.
- 6.10. The headteacher will not issue any 'informal' or 'unofficial' exclusions, such as sending a pupil home to 'cool-off', regardless of whether or not the parents have agreed to this.
- 6.11. The headteacher will not use the threat of exclusion as a means of instructing parents to remove their child from the premises.

7.0 Factors to consider when excluding a pupil

- 7.1. When considering the exclusion of a pupil, the headteacher will:
 - Allow the pupil the opportunity to present their case.
 - Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bullying.
 - Take into consideration whether the pupil has received multiple exclusions or is approaching the legal limit of 45 excluded days per school year, and whether exclusion is serving as an effective sanction.
 - Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess pupils who demonstrate consistently poor behaviour.
- 7.2. The headteacher will consider what extra support may be available for vulnerable pupil groups whose exclusion rates are higher, to reduce their risk of exclusion, including the following:
 - LAC
 - Pupils eligible for FSM
 - Pupils with SEND
 - Certain ethnic groups
- 7.3. The headteacher will consider avoiding permanently excluding LAC pupils, those with SEMH issues or pupils with an EHC plan.
- 7.4. Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the headteacher who will instigate a multi-agency assessment to determine whether the behavioural issues might be as a result of educational, mental health or other needs and vulnerabilities. The full assessment procedures are outlined in the school's Social, Emotional and Mental Health (SEMH) Policy.
- 7.5. Where SEND or SEMH issues are identified, an individual behaviour plan will be created using the graduated response outlined in the school's Behavioural Policy. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the graduated response process, then exclusion may be considered.

- 7.6. In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before the graduated response process has been completed.
- 7.7. Where a pupil with SEND or SEMH issues is permanently excluded because of a SEND or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these pupils are closely tracked and show that the school has a close relationship with the pupil's next destination.
- 7.8. The headteacher will work in conjunction with the parents of any pupil with additional needs, to establish the most effective support mechanisms.

8.0 Duty to inform parents

- 8.1. Following the headteacher's decision to exclude a pupil, they will immediately inform the parents, in person or by telephone, of the period of the exclusion and the reasons behind this.
- 8.2. The headteacher will inform the parents in writing (electronically if written permission has been received from the parents for notices to be sent this way) of the following:
 - The reason(s) for the exclusion
 - The length of the fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent
 - Their right to raise any representations about the exclusion to the Trust Central Team (CEO/Director of Education), including how the pupil will be involved in this and how the representations will be made
 - Their right to attend a meeting where there is a legal requirement for the Trust Central Team (CEO/Director of Education) to consider the exclusion, and the fact that they are able to bring an accompanying individual (at their own expense)
 - The arrangements that have been made for the pupil to continue their education prior to the organisation of any alternative provision, or the pupil's return to school
 - Relevant sources of free, impartial information
- 8.3. Where the pupil is of compulsory school age, the headteacher will inform the parents by the end of the afternoon session that:
 - For the first five days of the exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents may receive a penalty fine if they fail to do so.
- 8.4. Where the headteacher has arranged alternative provision, they will also inform the parents of the following:
 - The start and end date for any provision of full-time education
 - The address at which the provision will take place
 - Any information necessary for the pupil to identify the person they should report to on the starting date
- 8.5. Where the headteacher is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within 48 hours of the pupil beginning the provision.
- 8.6. If the alternative provision (e.g. at another BPET school) is due to begin before the sixth day of the exclusion, the headteacher is able to give less than 48 hours of notice, with parental consent.

- 8.7. If the headteacher has decided to exclude the pupil for a further fixed period following their original exclusion, or to permanently exclude them, they will notify the parents without delay and issue a new exclusion notice to parents.

9.0 Duty to inform the Trust Central Team (CEO/Director of Education) and LA

- 9.1. The headteacher will immediately inform the Trust Central Team and LA, without delay, of the following:
- Any permanent exclusions (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil)
 - Any exclusions which would result in the pupil being excluded for more than five school days in a term (or more than 10 lunchtimes)
 - Any exclusions which would result in the pupil being absent from an examination or national curriculum test
- 9.2. For any exclusions, other than those above, the headteacher will notify the Trust Central Team (CEO/Director of Education) and LA once per term.
- 9.3. All notifications to the Trust Central Team (CEO/Director of Education) and LA will include the reasons for exclusion and the duration of any fixed-period exclusion.
- 9.4. If the pupil who is excluded lives outside the LA in which the school is located, the headteacher will notify the pupil's 'home authority'.

10.0 Arranging education for excluded pupils

- 10.1. For any fixed-period exclusions of more than five school days, the Central Team (CEO/Director of education) will arrange suitable full-time education for the pupil, (e.g. at another BPET school) which will begin no later than the sixth day of exclusion.
- 10.2. Where a pupil receives consecutive fixed-period exclusions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of exclusion.
- 10.3. For permanent exclusions, full-time education will also be provided for the pupil from the sixth day of exclusion.
- 10.4. The Central Team (CEO/Director of Education) is aware that it is beneficial to excluded pupils to begin their alternative education arrangements before the sixth day of exclusion. The Central Team (CEO/Director of Education) will always attempt to arrange alternative provision before the sixth day of exclusion.
- 10.5. Where it is not possible to arrange alternative provision during the first five days of exclusion, the school will ensure that they take reasonable steps to set and mark work for the excluded pupil.
- 10.6. If a pupil with SEND has been excluded, the Central Team (CEO/Director of Education) will ensure that:
- Any alternative provision is arranged in consultation with the pupil's parents, who are able to request preferences.
 - When identifying alternative provision, any EHC plan is reviewed/the pupil's needs are reassessed, also in consultation with the pupil's parents.

11.0 Considering exclusions

- 11.1. A panel of three independent advisers will be appointed by The Central Team (CEO/Director of Education) and will consider any representations made by parents in regard to exclusions within 15 school days of receiving the notice of exclusion.

- 11.2. Parents and, where requested, a friend or representative, the headteacher and a member of the LA will be invited to attend any consideration of exclusions and will be able to make representations.
- 11.3. Any meeting to consider reinstatement of a pupil will be arranged at a date and time convenient for all parties, and in compliance with any statutory time limits.
- 11.4. The Central Team (CEO/Director of Education) and panel will consider the reinstatement of an excluded pupil, where:
 - The exclusion is permanent.
 - The exclusion is fixed-period, and would bring the pupil's total number of excluded school days to more than 15 in any given term.
 - The exclusion would result in the pupil missing a public examination.
- 11.5. In the case of a fixed-period exclusion where the pupil's total number of excluded days is more than five but less than 15 school days within a term, if requested by the parents, the Central Team (CEO/Director of Education) and panel will consider exclusions within 50 school days of receiving notification.
- 11.6. In the case of a fixed period exclusion, where the pupil's total number of excluded school days does not amount to more than five, in the absence of any such representations, the Central Team (CEO/Director of Education) and panel are not required to meet and cannot direct the reinstatement of the pupil.
- 11.7. Where exclusion would result in a pupil missing a public examination, the Central Team (CEO/Director of Education) and panel will consider the exclusion before the test to decide whether the pupil should be reinstated in time to take the examination.
- 11.8. If it is not practicable for a sufficient number of the Central Team (CEO/Director of Education) and panel to consider the decision before the examination, a smaller sub-committee will consider the exclusion and decide whether or not to reinstate the pupil.
- 11.9. In light of the above, the Central Team (CEO/Director of Education) and panel will also consider whether it would be appropriate to allow the excluded pupil to enter the premises to take the examination.
- 11.10. When considering the reinstatement of an excluded pupil, the Central Team (CEO/Director of Education) and panel will:
 - Only discuss the exclusion with the parties present at the meeting.
 - Ask for any written evidence prior to the meeting.
 - Circulate any written evidence and information to all parties, at least five school days in advance of the meeting.
 - Allow pupils and parents to be accompanied by a person of their choice at the meeting.
 - Consider what reasonable adjustments need to be made to support the attendance and contribution of parties at the meeting.
 - Identify the steps needed to enable and encourage the excluded pupil to attend the meeting and speak on their behalf, or how they may contribute personal views by other means if attendance is not possible.
 - Consider the interests and circumstances of the excluded pupil, including the grounds for exclusion.

12.0 Reaching a decision

- 12.1. After considering exclusions, the Central Team (CEO/Director of Education) and panel will either:
 - Decline to reinstate the pupil.
 - Direct the reinstatement of the pupil immediately, or on a specified date.

- 12.2. If reinstatement would make no practical difference, e.g. if the pupil has already returned to school following a fixed-period exclusion or the parents make clear they do not want their child reinstated, the Central Team (CEO/Director of Education) and panel will still consider whether the pupil should be officially reinstated, and whether the headteacher's decision to exclude the pupil was fair, lawful and proportionate, based on the evidence presented.
- 12.3. The Central Team (CEO/Director of Education) and panel will apply the civil standard of proof when responding to the facts relating to an exclusion, it is more likely than not that the facts are true.
- 12.4. To reach a decision, the Central Team (CEO/Director of Education) and panel will:
 - Identify the steps they intend to take to ensure that all parties involved will have the opportunity to participate and present their views.
 - Ensure that minutes are taken of the meeting as a record of the evidence that was considered.
 - Ask all parties to withdraw from the meeting before concluding their decision.
 - Consider whether the exclusion of the pupil was lawful, proportionate and fair, taking into account the headteacher's legal duties and any evidence that was presented to the Central Team (CEO/Director of Education) and panel in relation to the decision to exclude.
 - Record the outcome of the decision on the pupil's educational records, along with copies, which will be kept for at least six months.
 - Make a note of their findings, where they have considered an exclusion but cannot reinstate the pupil.

13.0 Notification of considered exclusions

- 13.1. The Central Team (CEO/Director of Education) and panel will notify the parents of the excluded pupil, the headteacher and the LA of their decision following the consideration of an exclusion, in writing and without delay.
- 13.2. In the case of a permanent exclusion, where the Central Team (CEO/Director of Education) and panel decides not to reinstate the pupil, they will notify the parents:
 - That it is permanent, and their right for it to be reviewed by an independent review panel.
 - Of the date by which an application for review must be made.
 - Of the name and address of whom the review application should be submitted to.
 - That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how a pupil's SEND is considered relevant to the exclusion.
 - That, regardless of whether a pupil has been identified as having SEND, the parents have a right to require the Trust to ensure a SEND expert attends the review.
 - Of the role of the SEND expert that will attend the review, and that the parents will not be charged for this.
 - That they are required to make it clear if they wish for a SEND expert to attend the review.
 - That they may appoint someone at their own expense to make representations to the panel.
- 13.3. The Central Team (CEO/Director of Education) and panel will also notify parents that, if they believe an exclusion has been issued as a result of discrimination, then they are

required to make a claim under the Equality Act 2010 to the First-tier Tribunal (SEND), and that this should be within six months of when the discrimination allegedly took place.

- 13.4. After any conclusion, the Central Team (CEO/Director of Education) and panel will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

14.0 Removing permanently excluded pupils from the school register

14.1. The headteacher will remove pupils from the school register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision not to reinstate the pupil and no application for an independent panel review has been received.
- The parents have stated in writing that they will not be applying for an independent panel review following a permanent exclusion.

14.2. If an application for an independent panel review has been made within 15 school days, the headteacher will wait until the review has been determined, or abandoned, and until the Central Team (CEO/Director of Education) has completed any reconsideration that the panel recommended or directed it to carry out, before removing the pupil from the school register.

14.3. If a pupil's name is to be removed from the register, the headteacher will make a return to the LA, which will include:

- All the particulars which were entered in the register.
- The address of any parent with whom the pupil normally resides.
- The grounds upon which the pupil's name is to be removed from the register.

14.4. Any return to the LA will be made as soon as the grounds for removal are met and no later than the date in which the pupil's name was removed.

14.5. If a pupil's name has been removed from the register and a discrimination claim is made, the pupil may be reinstated following a decision made by the First-tier Tribunal (SEND) or County Court.

14.6. Whilst a pupil's name remains on the admissions register, the appropriate code will be used to mark the pupil's attendance:

- Code B: Education off-site
- Code D: Dual registration
- Code E: Absent and not attending alternative provision

15.0 Independent review panel

15.1. If parents apply for an independent review, the Trust will arrange for an independent panel to review the decision of the panel not to reinstate a permanently excluded pupil.

15.2. Applications for an independent review must be made within 15 school days of notice being given to the parents by the panel of its decision to not reinstate a pupil.

15.3. The Central Team (CEO/Director of Education) will constitute an independent review panel of three or five members that represent the following categories:

- A lay member to chair the panel. This individual will not have worked in any school in a paid capacity.
- Two current or former Local Advisory Board members who have served for at least 12 consecutive months in the last five years.

- A headteacher or individual who has been a headteacher within the last five years.
- 15.4. Parents are required to submit their applications within:
- 15 school days of the panels notification of their decision.
 - 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.
- 15.5. Any application made outside of this timeframe will not be reviewed.
- 15.6. Parents are able to request an independent panel review even if they did not make a case to, or attend, the panel's initial consideration of the exclusion.
- 15.7. The Central Team (CEO/Director of Education) will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance document 'Exclusion from maintained schools, academies and pupil referral units in England' 2017.

16.0 Appointing a SEND expert

- 16.1. If requested by parents in their application for an independent review panel, the Central Team (CEO/Director of Education) will appoint a SEND expert to attend the panel and cover the associated costs of this appointment.
- 16.2. The Central Team (CEO/Director of Education) will make arrangements to indemnify the SEND expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith.
- 16.3. Parents have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their child has SEND.
- 16.4. The SEND expert's role is set out in section 15 of this policy.
- 16.5. Individuals will not serve as a SEND expert if they have, or at any time have had, any connection with the LA, school, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their ability to act impartially; however, an individual is not taken to have such a connection solely because they are an employee of the LA.
- 16.6. The SEND expert will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND. Examples of suitable individuals might include educational psychologists; specialist SEND teachers; SENCOs; and behaviour support teachers.
- 16.7. Recently retired individuals are not precluded from fulfilling this role; however, the Central Team (CEO/Director of Education) will, during interview, assess the knowledge of such individuals in order to ensure that they have a good understanding of current practice and the legal requirements on schools in relation to SEND.
- 16.8. Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, the LA, they will not have had any previous involvement in the assessment or support of SEND for the excluded pupil, or siblings of the excluded pupil. The Central Team (CEO/Director of Education) will request that prospective SEND experts declare any conflict of interest at the earliest opportunity.
- 16.9. The final decision on the appointment of a SEND expert is for the Central Team (CEO/Director of Education) to make, but it will take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEND expert. Where possible, this will include offering parents a choice of SEND expert. In order to meet its duties within the statutory time frame, the Central Team (CEO/Director of Education) will consider maintaining a list of individuals capable of performing the role of SEND expert in advance of a request.
- 16.10. The Central Team (CEO/Director of Education) will determine the amount of any payment in relation to the appointment of the SEND expert, such as financial loss, travel and subsistence allowances.

17.0 The role of a SEND expert

- 17.1. The SEND expert's role is analogous to an expert witness, providing (orally and/or written) impartial advice to the panel on how SEND might be relevant to the exclusion. The SEND expert will base their advice on the evidence provided to the panel. The SEND expert's role does not include making an assessment of the pupil's SEND.
- 17.2. The focus of the SEND expert's advice will be on whether the school's policies which relate to SEND, or the application of these policies in relation to the excluded pupil, were legal, reasonable and procedurally fair. If the SEND expert believes that this was not the case, they will, where possible, advise the panel on the possible contribution this could have made to the circumstances of the pupil's exclusion.
- 17.3. Where the school does not recognise that a pupil has SEND, the SEND expert will advise the panel on whether they believe the school acted in a legal, reasonable and procedurally fair way with respect to the identification of any SEND that the pupil may potentially have, and any contribution that this could have made to the circumstances of the pupil's exclusion.
- 17.4. The SEND expert will not criticise a school's policies or actions simply because they believe a different approach should have been followed or because another school might have taken a different approach.

18.0 Appointing a clerk

- 18.1. The Central Team (CEO/Director of Education) will decide whether to appoint a clerk to the independent review panel, or to make alternative arrangements to administer the panel.
- 18.2. Where a clerk is appointed the Central Team (CEO/Director of Education) will ensure that the clerk did not serve as clerk to the Local Advisory Board when the decision was made not to reinstate the pupil.

19.0 The role of a clerk

- 19.1. The clerk's role is to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions.
- 19.2. The clerk will:
 - Identify, in advance of the meeting, whether the excluded pupil wishes to attend the panel hearing, taking reasonable steps to enable the pupil to feedback their views, irrespective of their attendance.
 - Identify, in advance of the meeting, whether any alleged victims of the incident(s) leading up to the exclusion wish to attend the panel hearing, taking reasonable steps to enable them to feedback their views, irrespective of their attendance.
 - Ensure that the panel is able to hear from any witnesses to the incident(s) leading to the exclusion, taking into account the fact that some of these people may be pupils at the school (Pupils under 18-years-old will not be allowed to appear in person without parental consent).
 - Inform the parents, headteacher, the Central Team (CEO/Director of Education) that they are entitled to: make oral and written representations to the panel; attend the hearing; and be represented.
 - Ensure that all parties are:
 - Provided with copies of relevant papers at least five school days before the review, notifying the panel if any requested documents have not been provided in case the panel wishes to adjourn until a later date.
 - Informed about who is attending the meeting, and what their roles are.

- Attend the review and ensure that minutes are produced in accordance with instructions from the independent review panel.

19.3. Where a clerk is not appointed, the Central Team (CEO/Director of Education) will undertake the functions outlined in paragraphs 16.1 and 16.2 of this policy.

20.0 The duties of independent review panel members in the conduct of a review panel

- 20.1. The role of the panel is to review the Central Team (CEO/Director of Education) decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.
- 20.2. The panel will apply the civil standard of proof, rather than the criminal standard of 'beyond reasonable doubt'.
- 20.3. Following the review, the panel will do one of the following:
- Uphold the decision.
 - Recommend that the Central Team (CEO/Director of Education) reconsiders reinstatement.
 - Quash the decision and direct that the Central Team (CEO/Director of Education) reconsiders reinstatement.
- 20.4. The panel's decision does not have to be unanimous and can be decided by a majority vote. It is binding on the pupil, parents, the Central Team (CEO/Director of Education), headteacher and the LA.

21.0 Reconsidering reinstatement following a review

- 21.1. Where the independent review panel instructs the Central Team (CEO/Director of Education) to reconsider their decision not to reinstate a pupil, they will do so within 10 school days of being given notice of the review panel's decision.
- 21.2. The school is aware that if, following an instruction to reconsider, the Central Team (CEO/Director of Education) does not offer to reinstate the pupil, then the school will be required to make a payment of £4,000 directly to the LA area in which the school is located.
- 21.3. Where the independent review panel recommends that the Central Team (CEO/Director of Education) should reconsider their decision not to reinstate a pupil, they will do so within 10 school days of being given notice of the review panel's decision.
- 21.4. The school is aware that if, following a recommendation to reconsider, the Central Team (CEO/Director of Education) does not offer to reinstate the pupil, it will not be subject to a financial adjustment.
- 21.5. If, following reconsideration, the Central Team (CEO/Director of Education) offers to reinstate the pupil but the parents decline, no adjustment will be made to the school's budget.
- 21.6. Following reconsideration, the Central Team (CEO/Director of Education) will notify the parents, the headteacher and the LA of their reconsidered decision and the reasons for this.

22.0 Criminal investigations

- 22.1. The headteacher will not postpone taking a decision to exclude a pupil due to a police investigation being underway, or any criminal proceedings that are in place.

- 22.2. The headteacher will give particular consideration when deciding to exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.
- 22.3. If the Central Team (CEO/Director of Education) is required to consider the headteacher's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available.

23.0 Training requirements

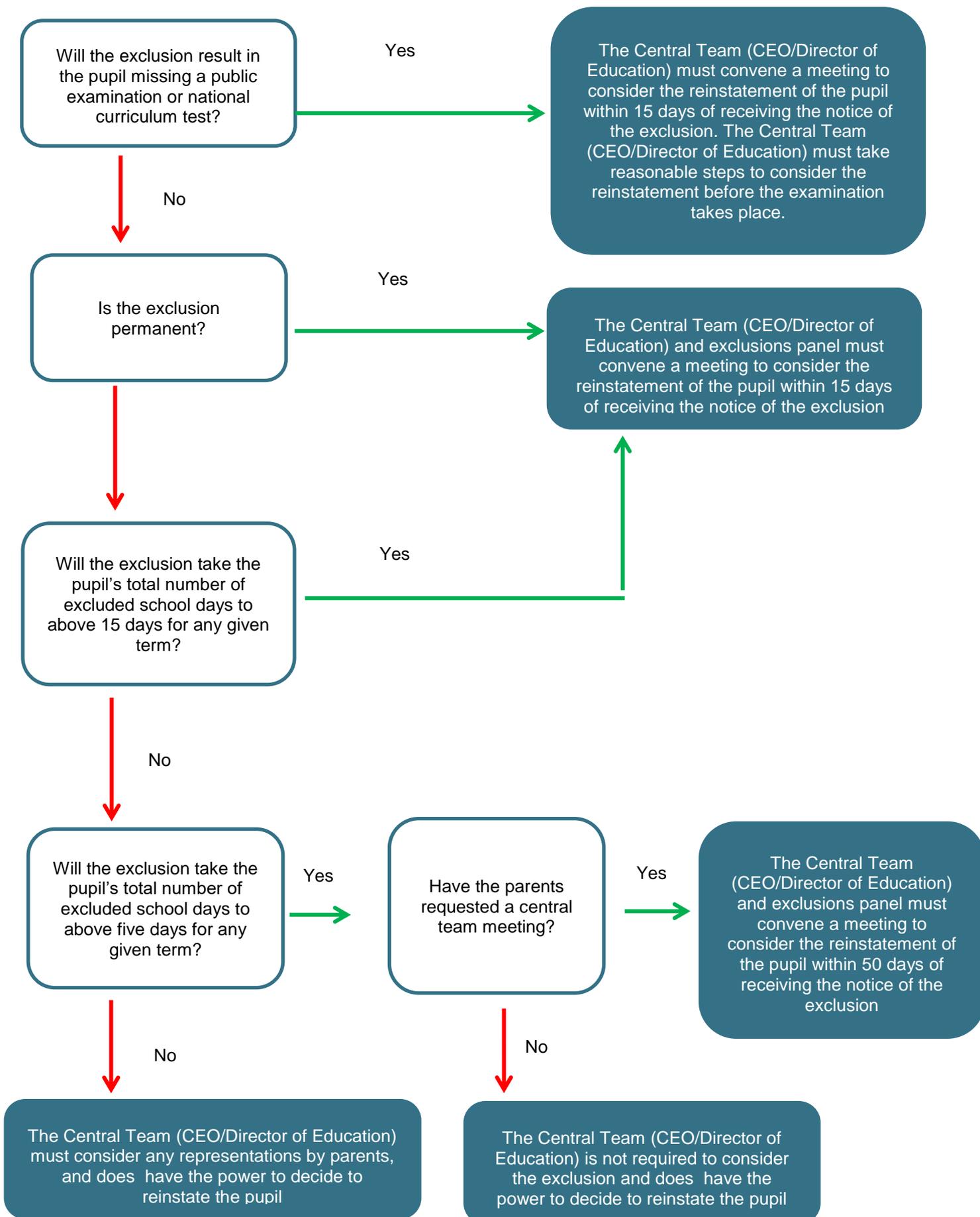
- 23.1. The Central Team (CEO/Director of Education) will ensure that all independent review panel members and clerks have received training within the two years prior to the date of the review.
- 23.2. Training will cover:
 - The requirements of the legislation, regulations and statutory guidance governing exclusions.
 - The need for the panel to observe procedural fairness and the rules of natural justice.
 - The role of the chair of a review panel.
 - The role of the clerk to a review panel.
 - The duties of headteachers, local advisory boards and the panel under the Equality Act 2010.
 - The effect of section 6 of the Human Rights Act 1998 and the need to act in a manner compatible with human rights protected by that Act.
- 23.3. Clerks will also have an up-to-date understanding on developments in case law which are relevant to exclusion.

24.0 Monitoring and review

- 24.1. This policy will be reviewed annually by the Central Team (CEO/Director of Education) in conjunction with the Trust Board.

Appendix A: Flow chart

25.0 Reviewing the Headteacher's Exclusion Decision



Appendix B: Model letter to parent regarding FIXED TERM exclusion of less than 6 days and where a public examination will not be missed

Dear [Parent's Name]

I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [Period of Exclusion]. This means that [Child's Name] will not be allowed in school for this period.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [Child's Name] has not been taken lightly. [Child's Name] has been excluded for this fixed period because [Reason for Exclusion].

You also have the right to see a copy of [Name of Child]'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of [Name of Child]'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The school will continue to set work for [Name of Child] during the period of his/her exclusion [Please insert what arrangements are in place for this]. Please ensure that any work set by the school is completed and returned to us for marking.

You may want to contact [Name] at [Local Authority Name] Local Authority on/at [Contact Details –Address, Phone Number, email], who can provide advice. You may also find it useful to contact The Coram Children's Legal Centre on 0808 802 0008 or www.childrenslegalcentre.com . They can offer free

legal advice on English Law and policy affecting children and families.

[Name of Child]'s exclusion expires on [Date] and we expect [Name of Child] to be back in the school on [Date] at [Time], when I would also like to meet with you to discuss [Name of Child]'s reintegration and the support available to ensure a successful return.

Yours sincerely

Headteacher

Appendix C: Model letter to parent regarding PERMANENT exclusion of 6 to 15 days, or where cumulative exclusions in the same term fall within this range, or where a public examination is missed

Dear [Parent's Name]

I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [Period of Exclusion]. This means that [Child's Name] will not be allowed in school for this period.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [Child's Name] has not been taken lightly. [Child's Name] has been excluded for this fixed period because [Reason for Exclusion].

You have the right to make representations to the Central Team (CEO/Director of Education). As the length of the exclusion is more than 5 school days (or equivalent) a panel must meet within fifty school days if you request it to do so. The latest date the panel can meet is [Date Here – no later than 50 school days from the date the Central Team is notified of the exclusion].

You also have the right to see a copy of [Name of Child]'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of [Name of Child]'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The school will continue to set work for [Name of Child] during the period of his/her exclusion [Please insert what arrangements are in place for this]. Please ensure that any work set by the school is completed and returned to us for marking.

You may want to contact [Name] at [Local Authority Name] Local Authority on/at [Contact Details –Address, Phone Number, email], who can provide advice. You may also find it useful to contact The Coram Children's Legal Centre on 0808 802 0008 or www.childrenslegalcentre.com . They can offer free legal advice on English Law and policy affecting children and families.

[Name of Child]'s exclusion expires on [Date] and we expect [Name of Child] to be back in the school on [Date] at [Time], when I would also like to meet with you to discuss [Name of Child]'s reintegration and the support available to ensure a successful return.

Yours sincerely

Headteacher

Appendix D: Model letter from Headteacher notifying parent of a fixed period exclusion of 16 days or more, or where cumulative exclusions in the same term are 16 days or more.

Dear [Parent's Name]

I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [Period of Exclusion]. This means that [Child's Name] will not be allowed in school for this period.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [Child's Name] has not been taken lightly. [Child's Name] has been excluded for this fixed period because [Reason for Exclusion].

As the length of the exclusion is more than 15 school days (or equivalent) the Trusts exclusion panel must automatically meet to consider the exclusion. At the review meeting you may make representations to the panel if you wish to do so.

The latest date the panel can meet is [Date Here – no later than 15 school days from the date the Central Team is notified]. If you wish to make representations to the panel and wish to be accompanied by a friend or representative please contact [Name of Contact] on/at [Contact Details – Address, Phone Number, email], as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the panel the time, date and location of the meeting.

You also have the right to see a copy of [Name of Child]'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of [Name of Child]'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The school will continue to set work for [Name of Child] during the period of his/her exclusion [Please insert what arrangements are in place for this]. Please ensure that any work set by the school is completed and returned to us for marking.

You may want to contact [Name] at [Local Authority Name] Local Authority on/at [Contact Details – Address, Phone Number, email], who can provide advice. You may also find it useful to contact The Coram Children's Legal Centre on 0808 802 0008 or www.childrenslegalcentre.com . They can offer free legal advice on English Law and policy affecting children and families.

[Name of Child]'s exclusion expires on [Date] and we expect [Name of Child] to be back in the school on [Date] at [Time], when I would also like to meet with you to discuss [Name of Child]'s reintegration and the support available to ensure a successful return.

Yours sincerely

Headteacher

Appendix E: Model letter from Headteacher notifying parent of a permanent exclusion

Dear [Parent's Name]

I regret to inform you of my decision to exclude [Child's Name] permanently from [Date]. This means that [Child's Name] will not be allowed back to this school pending a meeting of the Trust's Central Team (CEO/Director of Education) and exclusion panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [Child's Name] has not been taken lightly. [Child's Name] has been excluded permanently because [Reason for Exclusion – also include any other relevant previous history here].

You have a duty to ensure that your child is not present in a public place during school hours during school hours during the first five days of this exclusion, ie. [dates], unless there is a reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for [Name of Child]'s education will continue to be made. For the first five school days of the exclusion, we will set work and would ask you to ensure this work is completed and returned promptly to school for marking. From the 6th day of the exclusion onwards, i.e. from [Date], the Trust Central Team (CEO/Director of Education) will provide suitable full-time education.

As this is a permanent exclusion the Trust's exclusion panel must meet to consider it. At this meeting, you may make representations to the panel if you wish to do so; [Name of child] can also attend if wished, and you may ask the panel to reinstate your child in school.

The panel has the power to uphold the exclusion, in which case you may make an application against their decision to an Independent Review Panel.

The latest date by which the panel must meet is [Date Here – no later than 15 school days from the date the Central Team is notified]. If you wish to make representations to the panel and wish to be accompanied by a friend or representative then please contact the clerk as soon as possible on [Name of Contact] on/at [Contact Details – Address, Phone Number, email]. You will, whether you choose to make representations or not, be notified by the clerk of the time, date and location of the meeting.

You also have the right to see a copy of [Name of Child]'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of [Name of Child]'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to

- look at the statutory guidance on exclusions:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/E

[xclusion_from_maintained_schools__academies_and_pupil_referral_units_guidance.pdf](#)

*contact the Coram Children’s Legal Centre: www.childrenslegalcentre.com 08088 020 008 -

They can offer free legal advice on English Law and policy affecting children and families.

• [where considered relevant by the Headteacher, links to local services, such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk).]

I am sending a copy of this letter to the Chair of the exclusions panel and to the Local Authority.

Yours sincerely

Headteacher

Appendix F – Support and Sanctions Ladder and Record Sheet – Bullying

Name of child:

A separate record will be kept for each child.

It may be necessary to move more quickly up the ladder depending on the severity of the incident. For example, physical violence leading to serious injury would lead to escalated support and sanctions.

If there are no incidents for 3 months, the ladder will be reset.

1.0 Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
1			Class teacher made aware Class teacher speaks to children involved to find out what happened	Relevant support given to the children involved to ensure this is a one-off incident	Conversation with class teacher only at this stage
2			Class teacher does further investigation into why another issue has happened. Start to look for patterns and trends.	Specific support for the children so that the behaviour is not repeated. Reiterate the importance of telling an adult every time there is an issue so	Firm explanation from teacher of possible further consequences of this type of behaviour. Label it clearly as bullying.

1.0 Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
				they can help to sort it out.	
3			<p>Begin recording on Support and Sanctions Ladder and share with the children involved</p> <p>Make parents aware</p>		<p>Explain the Support and Sanctions Ladder and consequences of any further bullying behaviour</p>
4			<p>Investigation by class teacher – written</p> <p>Statements taken from children</p> <p>Inform Phase Leader</p> <p>Make sure all relevant staff (including staff on duty at break and lunchtime) are aware and watching carefully for any issues and taking immediate action</p> <p>Conversation with parents to make them aware</p>	<p>Supportive discussion with all children involved using restorative justice approach</p>	<p>Show the children the ladder, explain what is happening and why</p>
5			<p>Inform parents every time from now on</p>	<p>Further PSHE sessions with whole class on bullying based on specific needs</p>	<p>Child in isolation for [at least one] break/lunch</p>

1.0 Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
				Support for children to understand what went wrong and why and how we can prevent this from happening again	Letter of apology written to victims
6			Behaviour letter 1 sent to parents by Class Teacher Meeting with family and Class Teacher. Explain Support and Sanctions Ladder.	Write a behaviour agreement with the children involved which they must all sign and subscribe to.	Child in isolation for [at least one] break/lunch Internal exclusion for 1 day
7				Further PSHE sessions with whole class on bullying based on specific needs Safe space at school established for all children involved, to allow them to remove themselves from a situation where they are being hurt/upset/becoming angry. Staff member will be present to take immediate action to help them resolve the issue	Internal exclusion for an increasing number of days Isolation at break/lunch

1.0 Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
8					
9			<p>Behaviour letter 2 sent to parents by Phase Leader.</p> <p>Meeting with family, Phase Leader and Class Teacher.</p> <p>Lunchtime exclusion authorised by Head Teacher</p>	<p>Behaviour Support Plan put in place</p>	<p>1-5 half day exclusions – added to permanent record</p> <p>If incidents occur mainly at lunchtimes, this could be lunchtime exclusions (each lunchtime is officially recorded as a half day exclusion on the child's permanent record)</p> <p>Child is put on report – reporting to Phase Leader daily and shared with parents at the end of each week</p>
10				Social skills group	
11					
12			Behaviour letter 3 sent to parents by Phase Leader.	Behaviour Support Plan reviewed.	Further exclusion for an

1.0 Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
			Meeting with family, Head Teacher and other relevant staff.	Support from external agencies e.g. Behaviour Support, Educational Psychologist	increasing amount of time Child is put on report – reporting to Head Teacher daily and shared with parents at the end of each week
13			Each incident will be dealt with by the HT immediately.		
14					
15					Further exclusion

Definition of Bullying

Bullying is defined as deliberately hurtful behaviour, by an individual or a group, which intentionally hurts another individual or group, either physically or emotionally and possibly causing psychological damage. It is usually repeated, where it is often difficult for those being bullied to defend themselves.

It can happen anywhere, both in and out of school.

Bullying can have a negative life-long impact. It can make it difficult for children to learn and can have a lasting detrimental effect on their lives. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with it emotionally and, at worst, bullying has been a factor in suicide. (Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

Bullying can take various different forms, including:

- Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion.
- Sexual/sexist - bullying based on something specifically linked to gender.
- Homophobic - bullying based on sexual orientation
- Special Needs or Disability - any exploitation of a particular aspect of a child's disability and/or special educational needs
- Because a child is adopted or a carer
- Cyber-bullying via technology. For example, internet/mobile phones, email, social networks, text messages, photographs.

These forms of bullying reflect the 'protected characteristics' as defined in the 2010 Equality Act. These are: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation. The school works with its pupils to develop a sense of respect and tolerance towards those with a protected characteristic and thus guard against bullying in relation to such characteristics.

Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate touching, producing offensive graffiti, spreading hurtful and untruthful rumours or regularly excluding someone from groups or games. It is also bullying when a young person is pressured to act against their will by others or is harassed by unwanted conduct, which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

See Behaviour Policy on school website for further details