



Terminology

Use of the term **suspend** in this guidance is a reference to what is described in the legislation as an exclusion for a fixed period.

Background

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The government supports headteachers in using suspensions or permanent exclusions as a consequence, where they are warranted. The decision to permanently exclude or suspend a pupil must be lawful, reasonable, and fair. Amongst other disciplinary behaviour practices, the school recognises that permanent exclusion or suspension of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behavioural Policy. However, for most pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. It is only when approaches towards behaviour management have been exhausted, will suspensions and permanent exclusions sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

It is the aim of Churnet View Middle School to work to create environments where school permanent exclusions and suspensions are not necessary because pupil behaviour does not require it. The behaviour policy and culture of the school aims to create a school culture with high expectations of behaviour.

Permanently excluding or suspending 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, Churnet View will endeavour to permanently exclude or suspend pupils as a last resort.

The permanent exclusion or suspension of one of our pupils is a formal legal process and it is incumbent on the school, and in our own best interests, to ensure its management is correct and beyond reproach. The law in this area is constantly being tested. It is subject to regular re-interpretation and new precedents are then set.

Churnet View Middle School/ The Talentum Learning Trust has a responsibility to make sure it is familiar with the policies and procedures drawn up by The Department for Education, Staffordshire Local Authority, or the Governing Body and that all elements are strictly adhered to.

This policy should be read in conjunction with:

- **The Behaviour Policy**

Aims

This document is designed to:

- to secure a pupil's right to an education despite having been permanently excluded or suspended, by ensuring that appropriate arrangements are in place.
- Provide general advice and guidelines on the key issues and procedures involved in the permanent exclusion or suspension of pupils from The Talentum Learning Trust.
- The resolution of such permanent exclusions or suspensions and the way forward following both a successful and an unsuccessful resolution meeting where appropriate.

This policy has due regard to the related statutory legislation September 2022 DfE Guidance

Other related legislation is:

- The Education Act 2002, as amended by the Education Act 2011
- The Education and Inspections Act 2006
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement September 2022
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The European Convention on Human Rights (ECHR)
- The Equality Act 2010
- Children and Families Act 2014
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- Convention on the Rights of the Child
- This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
- Behaviour in Schools (Advice for Headteachers and School Staff) September 2022
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Key Principles

The power to temporarily suspend pupils is devolved to the substantive Headteacher from the Director of Education. Although the advice of the Assistant Heads will always be sought regarding temporary suspensions, the ultimate

decision to do so resides with the Substantive Head. Churnet View's behaviour management policy indicates how temporary suspension is to be used within the context of all other strategies.

Internal Suspension/Internal Inclusion:

An internal suspension is a process that happens within the school. It is used as a part of the staged Behaviour Recovery Practice system as outlined in the Behaviour Policy in the following circumstances:

- When the objective is to remove the pupil from class, not from the school site

If a pupil is removed from lessons and placed into Internal suspension/Inclusion. They will continue to access the work from their lessons. Pupils will always be made aware of the reasons for them being in Inclusion. Evaluative and restorative work will be completed with the pupil to assess the pupil's learning and behaviour needs.

While a pupil is in Internal Suspension/Inclusion the school will:

- Outline to pupils the school's expectations while they remain in Internal Suspension/Inclusion
- Ensure that pupils are kept Internal Suspension/Inclusion for no longer than is necessary- this will be based on the nature of the behaviour that has led to a pupil's time there and the length of time will be decided by the school
- Ensure that the pupil's time is used as constructively as possible
- Allow pupils time to eat and use the toilet
- Follow the requirements relating to safeguarding and pupil welfare
- Ensure the health and safety of the pupils

Please note that:

- Exclusion/Suspension legislation **does not apply to Internal Suspensions/Inclusions**
- If a pupil is sent off school site for any reason, it must be classed as a legal suspension and therefore treated as such under the legislation and government guidance.

Fixed Term Suspensions

Grounds for suspension

The school will only suspend a pupil where it is absolutely necessary, and where all other possible Behaviour Recovery Practices, as detailed in the school's Behavioural Policy, have failed to be successful.

The following examples of behaviour may underline the school's decision to suspend a pupil. **This is not an exhaustive list:**

- 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: where this has been identified and intervention has been put into place to support the student to modify their behaviour
- Verbal and physical abuse
- Persistent disruption
- A single, serious and major incident, e.g., serious assault on another individual leading to injury
- It is the substantive Head teacher's opinion that the parent or the pupil refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations, or disciplining requirements of the school.
- The substantive Head teacher considers that in all the circumstances allowing the pupil to continue his/her attendance at the school would seriously harm the education or welfare of the pupils or others in the school.

Pupils can be legally suspended on a fixed-period basis up to 45 school days within a year, or permanently. Pupils can be permanently excluded following a fixed-period suspension, where further evidence is presented that was not available when the initial suspension decision was made.

In all cases, the headteacher will decide which suspension period a pupil will be subject to, depending on what the circumstances warrant.

The headteacher's power to Suspend

Only the headteacher has the power to suspend a pupil from the school, and is able to decide whether this is on a fixed-period or permanent basis. All suspensions/exclusions will only be issued on disciplinary grounds.

The headteacher is able to suspend pupils from the premises where their behaviour is disruptive during lunchtime. All lunchtime suspensions will be counted as half of a school day.

The headteacher is able to consider a pupil's disruptive behaviour outside of the school premises as grounds for suspension, in accordance with the school's Behavioural Policy.

Any decision made to suspend a pupil will be lawful, proportionate, and fair, with respect to legislation relating directly to suspensions/exclusions and the school's wider legal duties, including the ECHR.

All /suspensions or permanent exclusions will be formally recorded.

When sending a pupil home following any suspension/exclusion, the headteacher will ensure that they exercise their duty of care at all times and will always inform the parents.

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.

The headteacher may cancel any suspension/exclusion that has not already been reviewed by the governing board.

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.

The headteacher will not issue any 'informal' or 'unofficial' suspensions/exclusions, such as sending a pupil home to 'cool-off', regardless of whether the parents have agreed to this.

The headteacher will not use the threat of suspension/exclusion as a means of instructing parents to remove their child from the premises.

Factors to consider when excluding a pupil

When considering the suspension/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 misbehaviour 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 suspension is serving as an effective Behaviour Recovery Practice
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess pupils who demonstrate consistently poor behaviour.

The headteacher will consider what extra support may be available for vulnerable pupil groups whose suspension rates are higher, in order to reduce their risk of exclusion, including the following:

- LAC
- Pupils eligible for free school meals
- Pupils with special educational needs and disabilities (SEND)
- Pupils whose ethnicity might place them at a disadvantage.

In light of the above, the headteacher will consider avoiding permanently excluding LAC pupils or pupils with an education, health, and care (EHC) plan. For other vulnerable groups, additional support will be considered.

Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the headteacher who will consider what extra support or alternative placement is required.

The headteacher will work in conjunction with the parents of any pupil with additional needs, in order to establish the most effective support mechanisms.

Duty to inform parents

Following the headteacher's decision to exclude a pupil, every attempt will be made to immediately inform, in person or by telephone, the parents of the period of the suspension/exclusion and the reasons behind this. If the parent is not available via phone or in person, the suspension/exclusion will also be confirmed in writing.

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 suspension/permanent exclusion
- The length of the fixed-period suspension or, for a permanent exclusion, the fact that it is permanent
- Their right to raise any representations about the suspension/permanent exclusion to the governing board, 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 governing board to consider the suspension/permanent exclusion, and the fact that they are able to bring an accompanying individual
- 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

Procedures

Having made the decision to impose a temporary suspension from school, the substantive Headteacher will ensure that the procedures set out by the Local Authority are followed meticulously. The pupil and/or the parent may exercise their right of appeal.

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 suspension (or until the start date of any alternative provision or the end of the suspension 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.

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

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.

If the alternative provision is due to begin before the sixth day of suspension, the headteacher is able to give less than 48 hours of notice, with parental consent.

If the headteacher has decided to suspend 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 notice to parents.

Duty to inform the governing board and LA

The headteacher will inform the governing board and LA, without delay, of the following:

- Any permanent exclusions (including where a fixed-period suspension is followed by a decision to permanently exclude the pupil)
- Any suspensions which would result in the pupil being excluded for more than five school days in a term (or more than 10 lunchtimes)
- Any suspensions which would result in the pupil being absent from an examination or national curriculum test

For any suspensions, other than those above, the headteacher will notify the governing board and LA once per term.

All notifications to the governing board and LA will include the reasons for suspension/permanent exclusion and the duration of any fixed-period suspension.

If the pupil who is suspended lives outside the LA in which the school is located, the headteacher will notify the pupil's 'home authority'.

Arranging education for suspended pupils

For any fixed-period suspensions of more than five school days, the governing board will arrange suitable full-time education for the pupil, which will begin no later than the sixth day of suspension.

Where a pupil receives consecutive fixed-period suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension.

For permanent exclusions, full-time education will also be provided for the pupil from the sixth day of exclusion. This is the responsibility of the Local Authority.

The governing board will not arrange full-time education for any pupil who is currently in their final year of compulsory education, and who does not have any further public examinations to sit.

During the first five days of suspension, the school will ensure that they take reasonable steps to set and mark work for the suspended pupil.

If a pupil with SEND has been suspended, the governing board 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 and the pupil's needs are reassessed, if necessary, in consultation with the pupil's parents.

Considering exclusions

The governing board will consider any representations made by parents with regard to suspension.

Parents and, where requested, a friend or representative, the headteacher and a member of the LA will be invited to attend any consideration of suspensions/permanent exclusions and will be able to make representations.

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.

The governing board will consider the reinstatement of a suspended/excluded pupil, where:

- The exclusion is permanent.
- The suspension is for a fixed-period and would bring the pupil's total number of suspended school days to more than 15 in any given term.
- The suspension would result in the pupil missing a public examination.

In the case of a fixed-period suspension where the pupil's total number of suspended days is more than five but less than 15 school days within a term, if requested by the parents, the governing board will consider suspensions within 50 school days of receiving notification.

In the case of a fixed period suspension, where the pupil's total number of suspended school days does not amount to more than five, in the absence of any such representations, the governing board is not required to meet and cannot direct the reinstatement of the pupil.

Where suspension would result in a pupil missing a public examination, the governing board will consider the suspension before the test to decide whether the pupil should be reinstated in time to take the examination.

If it is not practicable for enough governors to consider the decision before the examination, a smaller sub-committee will consider the suspension and decide whether to reinstate the pupil.

In light of the above, the governing board will also consider whether it would be appropriate to allow the suspended pupil to enter the premises to take the examination.

When considering the reinstatement of a suspended pupil, the governing board will:

- Only discuss the suspension 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 suspended 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 suspended pupil, including the grounds for suspension.

Reaching a decision

After considering suspension, the governing board will either:

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

If reinstatement would make no practical difference, e.g., if the pupil has already returned to school following a fixed-period suspension or the parents make clear they do not want their child reinstated, the governing board will still consider whether the pupil should be officially reinstated, and whether the headteacher's decision to suspend the pupil was fair, lawful, and proportionate, based on the evidence presented.

The governing board 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.

To reach a decision, the governing board 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 suspension of the pupil was lawful, proportionate, and fair, taking into account the headteacher's legal duties and any evidence that was presented to the governing board in relation to the decision to suspend.
- 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 a suspension but cannot reinstate the pupil.

Notification of considered suspensions

The governing board will notify the parents of the suspended pupil, the headteacher and the LA of their decision following the consideration of a suspension, in writing and without delay.

In the case of a permanent exclusion, where the governing board 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 needs are 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 governing board 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.

The governing board will also notify parents that, if they believe a suspension/permanent exclusion has been issued because 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.

After any conclusion, the governing board will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

Removing permanently excluded pupils from the school register

The headteacher will remove pupils from the school register if:

- 15 school days have passed since the parents were notified of the governing board'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.

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 governing board has completed any reconsideration that the panel recommended or directed it to carry out, before removing the pupil from the school register.

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.

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.

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.

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

Independent review panel

The academy trust will review the governing board's decision not to reinstate a permanently excluded pupil if the parents submit their application for this within the required time frame.

Parents are required to submit their applications within:

- 15 school days of the governing board's notification of their decision.
- 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.

Any application made outside of this timeframe will not be reviewed.

Parents are able to request an independent panel review even if they did not make a case to, or attend, the governing board's initial consideration of the exclusion.

The academy trust 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.

Appointing a SEND expert

If requested by parents in their application for an independent review panel, the academy trust will appoint a SEND expert to attend the panel and cover the associated costs of this appointment.

The academy trust 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.

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.

The SEND expert’s role is set out in section 14 of this policy.

Individuals will not serve as a SEND expert if they have, or at any time have had, any connection with the LA, academy trust, 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 academy trust

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; special educational needs coordinators (SENCOs); and behaviour support teachers.

Recently retired individuals are not precluded from fulfilling this role; however, the academy trust 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.

Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, the academy trust, 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 academy trust will request that prospective SEND experts declare any conflict of interest at the earliest opportunity.

The final decision on the appointment of a SEND expert is for the academy trust 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 [LA/academy trust] will consider maintaining a list of individuals capable of performing the role of SEND expert in advance of a request.

The academy trust will determine the amount of any payment in relation to the appointment of the SEND expert, such as financial loss, travel, and subsistence allowances.

The role of a SEND expert

The SEND expert's role is to provide (orally, in writing or both) 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.

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 that this could have made to the circumstances of the pupil's exclusion.

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.

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.

Appointing a clerk

The academy trust will decide whether to appoint a clerk to the independent review panel, or to make alternative arrangements to administer the panel.

Where a clerk is appointed the academy trust will ensure that the clerk did not serve as clerk to the governing board when the decision was made not to reinstate the pupil.

The role of a clerk

The clerk's role is to provide advice to the panel and parties to the review on procedure, law, and statutory guidance on exclusions.

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 and governing board, 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.

Where a clerk is not appointed, the academy trust will undertake the functions outlined in paragraphs 16.1 and 16.2 of this policy.

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

The role of the panel is to review the governing board's 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.

The panel will 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'.

Following the review, the panel will do one of the following:

- Uphold the decision.
- Recommend that the governing board reconsiders reinstatement.
- Quash the decision and direct that the governing board reconsiders reinstatement.

The panel's decision does not have to be unanimous and can be decided by majority vote. It is binding on the pupil, parents, the governing board, headteacher and the LA.

Reconsidering reinstatement following a review

Where the independent review panel instructs the governing board 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.

The school is aware that if the governing board does not offer to reinstate the pupil, then the school will be required to make a payment of £4,000 directly to the LA in which the school is located.

If, following reconsideration, the governing board offers to reinstate the pupil, but the parents decline, no adjustment will be made to the school's budget.

Following reconsideration, the governing board will notify the parents, the headteacher and the LA of their reconsidered decision and the reasons for this.

Criminal investigations

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.

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.

If the governing board 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.

Training requirements

The academy trust will ensure that all independent review panel members and clerks have received training within the two years prior to the date of the review.

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, governing 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.

Clerks will also have an up-to-date understanding on developments in case law which are relevant to exclusion.

Monitoring and review

This policy will be reviewed on an annual basis by the headteacher in conjunction with the governing board.