



## Weston Secondary School's Exclusion Policy 2025-2026

Weston Secondary School fully adopts Hamwic Education Trust's Template Policy

Reviewed on	2025/26, Term 1	Review frequency	Annual
Next review due	2025/27, Term 1	Template Yes / No	Yes
Owner	Dir of Ed, Secondary	Approved by	Board of Trustees



## History of Policy Changes

Date	Page	Change	Origin of Change
Sep 25	All	References to Governing Body changed to Local Governing Committee (LGC).	Annual Review (inc adoption of some elements of Browne Jacobson template)
	All	References to Headteacher changed to School Leader.	
	All	References to Clerk changed to Governance Professional.	
	4	Section 7: has been condensed; removed detail around what is included in a suspension letter and what happens if alternative provision is arranged.	
	7	Section 10: this text was in previous version but wasn't a distinct section.	
	7	Section 12: has been placed higher up in the policy as it is more logical to be after the detail around suspension and off-site decisions.	
	9	Section 14: removed the detail around who can sit on an IRP but made reference to statutory exclusions guidance Part 10 where this is detailed.	
	9	Section 15: added to policy.	

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## 1. Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

Weston Secondary School is committed to inclusion. We strive to challenge and support every student, nurturing individual talent. For some serious incidents of poor behaviour (such as verbal or physical abuse to another member of the school community, or a serious one-off incident), the Headteacher may resort to excluding students, either for a suspension (previously known as a fixed-period exclusion) or permanently.

The purpose of this policy is to ensure that there are systematic and consistent procedures and expectations regarding the exclusion of any student from our school.

This policy should be read in conjunction with:

- Our Teaching and Learning policy which outlines how we challenge our students to achieve.
- Our Behaviour and Expectations policy that explains how we help our students make the correct choices.
- Our Special Educational Needs and Inclusion policy which states our responsibilities and procedures in supporting any students who have been identified as having additional learning needs.

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently.
- The exclusions process is understood by governors, staff, parents and students.
- Students in school are safe and happy.
- Students do not become NEET (not in education, employment or training).

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## 2. Scope

This policy applies to all members of the school community. The school will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

## 3. Legislation and statutory guidance

The school will always have regard to the statutory guidance from the Department for Education: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(August 2024\)](#) when making decisions on suspensions and exclusions, and will follow the law set out in the relevant [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#) (as amended).

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for suspended students.
- Section 579 of the [Education Act 1996](#), which defines 'school day'.
- The [Education \(Provision of Full-Time Education for Excluded Students\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Students\) \(England\) \(Amendment\) Regulations 2014](#).

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

The school will also consult and follow their Local Authority guidance on exclusions.

## 4. Types of Exclusion

Suspensions and permanent exclusion are different:

### *Suspension*

Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. Pupils can be suspended for the lunchtime period only and a lunchtime suspension is treated as equivalent to a half a school day. A pupil may receive a maximum of 45 days of suspension in an academic year before being permanently excluded.



### *Permanent exclusion*

Permanent exclusions are where, subject to a review of the School Leader's decision by a Governors Discipline Committee (GDC), the pupil is prevented from attending the school again and is removed from the school roll. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils, in the school.

## **5. Roles and Responsibilities**

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school / HET community are set out in detail below.

### **The Headteacher**

#### ***Informing Parents***

*The Headteacher will immediately provide the following information to the parents of a suspended student:*

- *The reason(s) for the suspension (by phone to ensure parents understand why the school has taken this decision and what happens next).*
- *A letter will follow providing:*
  - *Confirmation of the details of the incident, the reasons for the exclusion and, if appropriate, how the student will be reintegrated back into school.*
  - *The length of a suspension or, for a permanent exclusion, the fact that it is permanent.*
  - *Information about parents' rights to make representations about the exclusion to the governing board and how the student may be involved in this.*
  - *Where there is a legal requirement for the governing board to meet to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.*

*The Headteacher will also notify parents by the end of the afternoon session on the day their child is suspended that for the first 5 school days of a suspension, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.*

*For the first five days of a suspension, the school will set work appropriate to the student's age and ability. This work should allow the child to keep up with their peers and should be marked. We encourage students to share work completed with school for feedback to be given. Work can be given through online/remote learning sites. Where a student is given a suspension of six days, the school has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of suspension. The school will set work as described above for the initial five days following a permanent exclusion.*

*In exceptional circumstances, students may receive a suspension prior to a permanent exclusion. If this is a possibility it will be referred to in the letter to parents notifying them of the suspension. Exceptional circumstances may include where further evidence has come to light, or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Therefore, if a permanent exclusion follows a five-day suspension, the responsibility of the*



*school for the first five days of the permanent exclusion would be to set work as described above and not find suitable alternative provision.*

*However, it is acknowledged that there are benefits in arranging alternative provision to begin as soon as possible after a suspension and this will be implemented where possible. In the case of a looked after child, the school and the local authority should work together to arrange alternative provision from the first day following the suspension.*

*If alternative provision is being arranged, the following information will be included when notifying parents of a suspension:*

- *The start date for any provision of full-time education that has been arranged for the student during the suspension.*
- *The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant*
- *The address at which the provision will take place; and*
- *Any information required by the student to identify the person they should report to on the first day.*

*Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.*

*Education provision does not have to be arranged for students permanently excluded in the final year of compulsory education who do not have any further public examinations to sit.*

### ***Informing the governing board, local authority and Trust***

*The Headteacher will immediately notify the governing board, the local authority and Hamwic Education Trust of:*

- *A permanent exclusion, including when a suspension is followed by a decision to permanently exclude*
- *A suspension of any length*
- *Suspensions which would result in the student missing a public examination*

*For a permanent exclusion, if the student lives outside the local authority in which the school is located, the Headteacher will also immediately inform the student's 'home authority' of the exclusion and the reason(s) for it without delay.*

*If a child is looked after, the Virtual School Headteacher must also be informed of a suspension or permanent exclusion without delay. If a child has a social worker, they must also be informed of a suspension or permanent exclusion straight away.*

*Exclusion notifications for the Hamwic Education Trust should be sent to the Education Access Officer, Claire Shaw [claire.shaw@hamwic.org](mailto:claire.shaw@hamwic.org)*

### ***The Governing Board***

*Responsibilities regarding suspensions are delegated to a Governors Discipline Committee (GDC) (which should comprise a minimum of three governors). The Academy Trust has permitted the LGB (Local Governing Body) to use governors from other Trust LGBs if required to form a panel of 3*



*governors. In this scenario, there should be a minimum of one governor from the LGB of the school who is required to review the exclusion who sits on the panel.*

*The GDC has a duty to consider the reinstatement of a suspended student (see section 8).*

### **The Local Authority**

*For permanent exclusions, the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day following the date the exclusion was issued.*

### **Parents**

*Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have in every suspension notification letter sent from the Headteacher.*

### **Students**

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

## **6. Cancelling a suspension or exclusion**

The Headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the student should be reinstated. Where an exclusion is cancelled:

- The Headteacher will notify the parents/carers, the governing board, the local authority and the student's social worker and Virtual School Headteacher as applicable, without delay. This notification will provide the reason for the cancellation.
- The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.
- Parents/carers will be offered the opportunity to meet the Headteacher to discuss the circumstances that led to the suspension being cancelled which should be arranged without delay.
- The student will be allowed back into the school from which they were suspended without delay.
- Any days spent out of school as a result of any suspension, prior to the cancellation, will count towards the maximum of 45 days permitted in any school year.

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

## **7. Investigation following a serious behaviour incident: CCTV, witness evidence and pupil views**

Written details of the incident will be collected from those involved and an attempt will be made to take statements from pupils and staff that were present.

The school uses Closed Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are captured on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format at any Governors review meeting.





Where witness evidence is relied upon, whether that be from a pupil or staff member, the statement(s) will be provided at any Governors review meeting. All statements will be signed and dated unless the School Leader has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals. Pupil names, except for the pupil suspended under review, will be redacted.

Before taking a decision to suspend or exclude and where appropriate, the School Leader will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The School Leader will also take account of any contributing factors identified after an incident or misbehaviour has occurred.

As a result of the investigation, it may be determined that an internal suspension (Ready to Learn/SLT Supervision) on school site or an offsite isolation (school to school) may be appropriate. Parents will be informed by phone call, MCAS and letter to confirm arrangements for this. Students will be given schoolwork to complete as well as time to reflect upon the behaviour and the choices that were made.

On return to school, as part of a supportive reintegration meeting, a risk assessment may be required to prevent a reoccurrence of incidents and to safeguard the student and rest of school community.

Before taking any decision to permanently exclude a student, the Headteacher will consider whether a direction to attend alternative provision and/or managed move as part of a planned intervention would be a reasonable alternative that should be considered.

The parent/carers will be telephoned by a senior member of staff to outline the incident, and the sanction imposed.

In the case of students with an Education Health Care Plan (EHCP), all information will be logged and discussed with the Local Authority SEN team without delay.

## **8. Suspensions before a permanent exclusion**

Only the Headteacher can suspend or permanently exclude a student from school. If the Headteacher is off school at the time of a serious incident where suspension may be a proportionate sanction, as good practice, an attempt should be made by the senior member of staff with delegated responsibility to speak to the Headteacher and consult before a decision to suspend is made. The decision must be lawful, rational, reasonable, fair and proportionate. A decision to permanently exclude will be taken as a last resort. The decision must have regard to duties under the Equality Act 2010.

Before deciding whether to suspend or permanently exclude a student, the Headteacher will:

- Consider all the relevant facts and evidence, including whether there were any mitigating contributory factors (e.g. bullying, mental health issues and take into account early intervention measures/use of multi-agency assessments.)
- Enable the student an opportunity to present their version of events.
- Have due regard to the following (in accordance with the DfE guidance):
  - for groups with high suspension rates (students with SEN; students eligible for Free School Meals; Looked After Children; students from different ethnic groups; students who have English as an Additional Language).





- that additional support or alternative placement may be required for a student with an EHCP or a Looked After Child; and;
- that the permanent exclusion of a student with a EHCP or a Looked After Child should, as far as reasonably possible, be avoided.

The decision to suspend will only be taken for a disciplinary reason and all suspension decisions will be formally recorded.

In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. If permanent exclusion is a possibility, it will be referred to in the letter to parents notifying them of the suspension. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light, or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

## **9. Directing off-site and managed moves**

Before taking any decision to permanently exclude a pupil, the School Leader will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be reasonable alternative that should be considered.

In the case of directing a pupil off-site to alternative provision, the aim is any direction is for it to be used as a short-term measure as part of the school's Behaviour Management Strategy to improve a pupil's behaviour, where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions will take place with parents to feed in their views about the options.

For a managed move to take place, there needs to be agreement between the school, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil will often attend the new school as part of a direction off site. We will share relevant information with the new school and check that they have an integration strategy. At the end of this off-site direction period, the relevant parties (including the parents) will review how it has gone before a decision is taken about whether it becomes a permanent managed move.

## **10. Reintegration meeting following suspension or off-site direction**

Following return to school after a suspension or off-site direction, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. If the school wishes, the Education Access Officer or another member of the Managed Service team will be available to also attend the re-integration meeting. The purpose of the meeting is to:

- offer the pupil a fresh start;
- help them understand the impact of their behaviour on themselves and others;
- discuss additional support that could be put in place to support them;
- teach them how to meet the high expectations of behaviour in line with the school culture;
- foster a renewed sense of belonging within the school community; and
- build engagement with learning.



School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours.

Whilst reintegration meetings are highly encouraged by the school, pupils will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

The following measures may be implemented when a pupil returns from a suspension:

*The following measures may be implemented when a student returns from a suspension:*

*A reintegration meeting that requests:*

- *Student voice: an opportunity for the student to request support.*
- *Parent voice: an opportunity for parent/carer to request specific or additional support.*

*The school will also create:*

- *Bespoke tailored interventions based on the student's needs.*

*These could include:*

- *Reports*
- *1:1 mentoring*
- *Counselling*
- *referrals to MHWB in school*
- *RHP*
- *referrals to external support*
- *IBP or IEP.*

All students have the right to a full-time education. Any part-time timetable used to support integration must only be put in place in exceptional circumstances and follow the process below:

- Agreement from the Trust
- Agreement from parents
- Agreement from the local authority where a child has an EHCP
- Time-limited with a plan to return to full time education
- A clear plan agreed on the 1<sup>st</sup> day following the exclusion showing how the time in school will increase
- At least fortnightly meetings to review progress against the reintegration plan with child, parents and other appropriate agencies
- Any absence will be recorded as per [Regulations 10 and 11 of the School Attendance \(Student Registration\) \(England\) Regulations 2024](#)

## **11. Governor Discipline Committees (GDC)**

A Governors' Discipline Committee (GDC) will consider the reinstatement of an suspended student within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the student's total number of school days of exclusion to more than 15 days in a term
- It would result in a student missing a public examination

If requested to do so by parents/carers, the GDC will consider the reinstatement of an suspended student within 50 school days of receiving notice of the suspension if the student would be suspended from school for more than 5 school days, but less than 15, in a single term.

Where a suspension would result in a student missing a public examination, the GDC will consider the reinstatement of the student before the date of the examination. If this is not practicable, the GDC will consider the exclusion instead and decide whether or not to reinstate the student.

In advance of the meeting, the Headteacher will prepare a school evidence pack as documentary evidence for the decision to permanently exclude. This will also be sent to the Team Manager for Inclusion Services at the relevant local authority who may submit a written and/or verbal report to the committee offering advice and guidance based on the evidence provided.

The school evidence pack that is sent to all parties in advance of the GDC meeting will include:

- A profile sheet including basic information about the student
- An overview of the case including a detailed account and evidence of the reason(s) for the exclusion
- Confirmation that the current DfE exclusion guidance has been adhered to
- Where relevant, details of any behaviour modification strategies and supportive interventions which have been used (including the consideration of the use of off-site direction and alternative provision)
- An indication of how the sanction applied is consistent with the School's Relationship/Behaviour Policy
- Alternative sanctions that were considered (if applicable)
- In the case of a student with SEN, or a looked-after or disabled student, that the relevant DfE guidance was considered before the decision to suspend was taken
- That in reaching the decision, equal opportunity legislation was complied with.

The GDC can either:

- Uphold the decision to suspend the student, or
- Direct reinstatement of the student immediately, or on a particular date

In reaching a decision, the GDC will consider whether the suspension was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to suspend.

Minutes will be taken of the meeting by a fully trained clerk, and a record of evidence considered kept. The clerk will remain present to make a record of the GDC's decision making discussion, which will clearly state how decisions have been reached. The outcome of the GDC will also be recorded on the student's educational record.

The GDC will notify, in writing, the Headteacher, parents and the local authority of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the GDC decision will also include the following:

- The fact it is permanent
- If the decision has been upheld, notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
  - The date by which an application for an independent review must be made



- The name and address to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEN are considered to be relevant to the exclusion
- That, regardless of whether the excluded student has recognized SEN, parents have a right to request an SEN expert attend the review
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2020 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

## 12. Independent Review Panels (IRP)

If parents apply for an independent review, the Hamwic Education Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student. For our Southampton, Portsmouth and Dorset schools, this will be accessed via the relevant Local Authority democratic services team. For BCP Council schools, the Trust will arrange the IRP.

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

A panel of 3 or 5 members will be constituted with representatives from each of the categories below:

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer;
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or School Leaders during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the School Leader category. A person may not serve as a member of a review panel if they:

- Are a member/Director of the Hamwic Education Trust or governing board of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the Hamwic Education Trust, or the governing board, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the Hamwic Education Trust, school, governing board, parents or students, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required legal IRP training within the last 2 years.

A trained Clerk will be appointed to the panel.



The independent review panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

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

An independent review panel does not have the power to direct a governing board to reinstate an excluded student. However, where a panel decides that a governing board's decision is flawed when considered in light of the principles of judicial review, it can direct a governing board to reconsider its decision.

The panel will then be expected to order that the school must make an additional payment of £4,000 if it does not offer to reinstate the student.

Whether or not a school recognises a student as having Special Educational Needs (SEN), all parents have the right to request the presence of a SEN expert at a review meeting. The SEN expert's role is to advise the review panel, orally, in writing or both, impartially, of the relevance of SEN in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when excluding the student.

The Independent Review Panel's decision is final and binding on all parties. There is no further right of appeal against the decision of an Independent Review Panel. A parent/guardian may seek a Judicial Review of an Independent Review Panel's decision an application to do this should be made within three months of the panel's decision.

If the parent/guardian believes that there has been maladministration in the conduct of the review hearing this should be raised with the Education and Skills Funding Agency.

### **13. Reconsideration by the LGC**

Where an IRP either recommends reconsideration or quashes the final decision of the LGC, the decision will be considered within 10 school days; this may involve a rehearing with oral evidence given by the school and parents or may be a reconsideration with only the LGC members and Governance Professional present.

### **14. Requests for remote access GDC or IRP meetings**

Parents/carers can request the GDC or IRP meeting is held via the use of remote access, provided certain conditions are met. These are:

- That all participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, such as via a live video link;
- All participants will be able to put across their point of view or fulfil their function
- The remote meeting can be held fairly and transparently

Meetings held via the use of remote access will not be the default option and face to face meetings will always be encouraged. If the governing board or arranging authority are not satisfied that a remote meeting can be held fairly and transparently, then they will consult with parents/carers to decide how a face-to-face meeting can be arranged.



If Social Workers or the Virtual School Headteacher are joining a meeting that, as a whole, is taking place in person, they will be allowed to join via the use of remote access should they wish to do so.

If there is an extraordinary event or unforeseen circumstances, such as an outbreak of infectious illness/disease, which means that it is not reasonably practicable for a GDC or IRP to be held in person; then this meeting may be held using remote access even if the parent has not asked for the meeting to be remote.

## 15. School Registers

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

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

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

Where alternative provision has been made for a suspended student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where suspended students are not attending alternative provision, code E (absent) will be used.

## 16. Monitoring & Review

The Education Access Officer at the the Trust, the HET Board of Trustees and the school Governors review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate and the processes and support for pupils are appropriate. The Education Access Officer also liaises with the Local Authority to ensure suitable full-time education is in place for permanently excluded pupils.

This policy will be reviewed annually by HET to ensure compliance with current statutory guidance. At every review, the policy will be shared with the schools within HET.

## 17. Link to other policies (in alphabetical order)

This exclusion policy is linked to the school:

- Behaviour policy
- SEN policy

## 18. Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with the School Leader in accordance with the school's Complaints Policy. If the concern relates to an exclusion, the statutory procedure set out in the statutory guidance on suspension and permanent exclusion (2024) will be followed.

