

# Suspension and Permanent Exclusion Policy

## King's Academy Binfield and King's Academy Oakwood



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King’s Academy Binfield and King’s Academy Oakwood firmly believe that every student can be better than they ever thought they could be in all aspects of their lives.

At Kings Academy Binfield (KAB) and Kings Academy Oakwood (KAO) this vision underpins everything we do. We aim to develop Determination, Aspiration, Respect and Enthusiasm so that every student can DARE to be Remarkable.

In order to ensure that all students can learn we may at times need to consider suspension and permanent exclusion as a consequence for preventing this happening, or for not following the high expectations we have.

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## 1. Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our academy aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

## 2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011 • The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 In addition, the policy is based on:
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'

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

## 3. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school, and academies for similar purposes, can direct a pupil to off-site education for the purpose of improving behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

'School's behaviour policy' - refers to the KAB/KAO Behaviour and Conduct Policy

'the governing board' - The Local Governing Body

King's Group Academies- The multi academy trust of which Kings Academy Binfield and King's Academy Oakwood are members.

## 4. Roles and responsibilities

### 4.1 The Executive Principal

#### Deciding whether to suspend or exclude

The Executive Principal, or acting Executive Principal, can suspend or permanently exclude a pupil from school on disciplinary grounds. In their absence, a vice principal will carry out this function. The decision can be made in respect of behaviour inside or outside of school.

All decisions will be **lawful**, **reasonable**, and **proportionate**, based on the facts of each case. The Executive Principal is responsible for ensuring that all decisions to suspend or permanently exclude are justified by clear evidence and consistent with the Academy's Behaviour Policy.

The Executive Principal may consider a **suspension** (fixed-term exclusion) or a **permanent exclusion** in response to:

- Serious breaches or persistent breaches of the Academy's Behaviour Policy.
- Situations where allowing the pupil to remain in school would seriously harm the education, safety, or welfare of other pupils or staff.

Examples of grounds for **suspension** or **permanent exclusion** include, but are **not limited to**:

- Physical assault against a pupil or adult.
- Verbal abuse or threatening behaviour towards a pupil or adult.
- Defiance or refusal to follow instructions, particularly where such defiance creates a risk to the safety and well-being of staff or students or undermines the discipline and order of the school.
- Bullying, including cyberbullying.
- Racist, sexist, or discriminatory abuse.
- Serious disruption to the school environment.
- Use or threat of use of a prohibited or dangerous item (e.g., a weapon).
- Drug or alcohol-related incidents.

When establishing the facts in relation to a suspension or permanent exclusion decision, the Executive Principal must apply the **civil standard of proof**, i.e. 'on the balance of probabilities,' meaning it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Executive Principal should accept that something happened if it is more likely that it happened than that it did not happen. Records will be kept of all behaviour incidents, evidence considered, and any steps taken to address the behaviour prior to the decision. These records will ensure that the decision is properly documented, providing a clear rationale for the suspension or exclusion, which can withstand scrutiny from external parties.

Before deciding to suspend or permanently exclude a pupil, the Executive Principal must make **reasonable adjustments** for pupils with **Special Educational Needs or Disabilities (SEND)** and must follow the **SEND Code of Practice**. This includes considering whether the pupil's behaviour may be linked to unmet needs and ensuring that appropriate support has been provided.

#### Informing parents/carers (or the pupil where they are 18 or older)

Parents/carers must be informed without delay of the length and type of suspension/exclusion, the reason(s) for the sanction and of their right to make representations to the governors. Initially, this notification should be by telephone or in person so the parent can ask questions if needed and then followed by a letter. Pupils over 18 must be informed in writing and have the right to appeal on their own behalf.

The parents/carers (or the pupil if 18 or older) will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents/carers' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers (or the pupil if 18 or older) have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers (or the pupil if 18 or older) have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the Executive Principal will also notify parents/carers without delay that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the Executive Principal does not have all the information about the alternative provision arrangements, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents/carers' consent.

If the executive principal cancels the suspension or permanent exclusion, they will notify the parents/carers without delay, and provide a reason for the cancellation.

### **Informing the governing board**

The executive principal is responsible for ensuring that the Local Governing Board is informed of all suspensions or permanent exclusions that meet the statutory thresholds for review. The Executive Principal may be required to present the case for exclusion during Local Governing Board meetings and answer any questions to support the Academy's decision to exclude.

## Informing the local authority (LA)

The executive principal will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the executive principal will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The executive principal must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

## Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the executive principal will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the executive principal will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the executive principal decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

## Cancelling suspensions and permanent exclusions

The executive principal may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers (or the pupil if they are 18 or older), governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation

- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers (or the pupil if they are 18 or older) will be offered the opportunity to meet with the Executive Principal to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

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

### **Providing education during the first 5 days of a suspension or permanent exclusion**

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the executive principal will take steps to ensure that achievable and accessible work is set for the pupil. Online pathways such as Google Classroom, Oak Academy and other online provisions available via King's Academy Binfield and King's Academy Oakwood may be used for this. If the pupil has a special educational need or disability, the executive principal will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the Local Authority to arrange Alternative Provision from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

## **4.2 The governing board**

### **Considering suspensions and permanent exclusions**

The governing board has a duty to consider parents/carers'/the pupil's (if they are 18 or older) representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

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

For any suspension of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

The governing board does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

The Board's role is to ensure that the Executive Principal's decision adheres to legal requirements and follows the Academy's Behaviour Policy.

### **Monitoring and analysing suspensions and exclusions data**

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

### 4.3 The local authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

## 5. Considering the reinstatement of a pupil

When required by law, the Local Governing Board must consider whether to reinstate a pupil following a suspension or permanent exclusion. The type and duration of exclusion determines the process and timeframe for governor review.

- All permanent exclusions must be reviewed by a panel of governors within fifteen school days of the exclusion being issued.
- Suspensions, of any duration, that would result in a pupil missing a public examination or national curriculum test must be reviewed by a governor panel as soon as practically possible and at maximum within fifteen school days. In exceptional circumstances, the Chair of Governors may review the exclusion on behalf of the governing body.
- Suspensions that result in a pupil being excluded for more than fifteen days in one academic term must be reviewed by a panel of governors within fifteen school days of the exclusion being issued.
- For suspensions that result in a total number of school days out of school being more than 5 but less than 16 in a term, the governing board is not required to automatically convene a panel. However, if the parent makes representations, the governing board must consider reinstatement within 50 school days of receiving notice of the suspension. If no representations are made, the governing board is not required to hold a meeting.
- If requested by the parent/carer, for a suspension of five or fewer days, governors must consider any representations made by the parent/carer but do not have to meet to do so and cannot direct reinstatement.

The Governing Board will review the decision to suspend or exclude, taking into account all relevant information.

Key Considerations



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- **Review of the Executive Principal's Decision:** The Governing Board will consider whether the exclusion was a proportionate response to the pupil's behaviour, and whether all relevant procedures and legal requirements were followed, including the use of any alternative interventions before the decision to exclude.
- **Evidence-Based Decision:** The Board will review any written evidence provided by the Principal, parents, and, where applicable, the pupil. This will include consideration of the behaviour that led to the exclusion, the impact on the school environment, and any representations made by the parents or carers.
- **Decision on Reinstatement:** The Governing Board will decide whether the pupil should be reinstated based on the evidence presented. The Board must consider the effect of the pupil's behaviour on the welfare and education of others in the school, as well as the health, safety, and orderly running of the school.
- **Final Decision:** If the Governing Board decides to reinstate the pupil, arrangements for the pupil's return to school will be made in collaboration with the Principal. If the decision is made not to reinstate, parents will be informed of their right to request an independent review panel (IRP), but only in cases of permanent exclusion.

The Local Governing Board will ensure that the review process is conducted efficiently and based on clear, documented evidence. This will reduce the likelihood of unnecessary challenges by ensuring that the decision to uphold or overturn the exclusion is **robust** and **legally compliant**. The Board's decision will be clearly communicated to all parties, with reasons provided, ensuring that the process is less open to further dispute.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents/carers, or the pupil if they are 18 or older (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Executive Principal
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

Governing board meetings can be held remotely at the request of parents/carers, or pupils if they are 18 or older. See section 9 for more details on remote access to meetings.

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

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

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

- If a permanent exclusion is upheld, parents/carers must be informed of their right to seek an independent review of the governors' decision and the deadline for seeking such a review. They also have the right to request the attendance of a SEND expert at the Independent Review Panel meeting. The request for an independent review panel must be submitted within fifteen school days from receiving the review panel's decision.

## 6. Independent review

If parents/carers/the pupil (if they are 18 or older) apply for an independent review within the legal timeframe, the academy will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers/pupil (if they are 18 or older) by the governing board of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers/pupils (if they are 18 or older). See section 9 for more details on remote access to meetings.

An Independent Review Panel will have either 3 or 5 members, with representatives from the following categories:

- **Lay member:** The panel will be chaired by someone who has never worked in a school in a paid role (though experience as a school governor or volunteer is allowed).
- **School governors:** Current or former governors who have served for at least 12 consecutive months in the last 5 years, as long as they haven't been teachers or headteachers during this time.
- **Headteachers:** Current or former headteachers who have been in this role within the last 5 years.

If the panel has 5 members, 2 will be school governors and 2 will be headteachers. Throughout the review, the panel must have the correct balance of members.

A person cannot be a panel member if they:

- Are a director of the academy trust that oversees the school.
- Are the headteacher or Executive Principal of the school being reviewed or have held that position in the last 5 years.
- Are an employee of the academy trust or governing board of the school (unless they are a headteacher at a different school).
- Have any connection to the academy trust, school, governing board, parents, carers, pupil, or the incident that could raise doubts about their impartiality.
- Have not completed the required training within the last 2 years (see Appendix 1 for training details).

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents/carers will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

- Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the Executive Principal in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 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 if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

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

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record

## 7. School registers

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

- 15 school days have passed since the parents/carers/pupil (if they are 18 or older) were notified of the governing board's decision to not reinstate the pupil and no application has been made for an independent review panel, or

The parents/carers/pupil (if they are 18 or older) 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 within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

- While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

### **Making a return to the LA**

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

## **8. Returning from a suspension**

### **8.1 Reintegration strategy**

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures **may** be implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Regular contact in school with a designated pastoral professional
- Short-term behaviour report cards or longer-term behaviour agreements
- Development of a Behaviour Individual Support Plan (BISP)
- Mentoring by a trusted adult
- Regular reviews with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage

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- Informing the pupil, parents/carers and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used in exceptional circumstances, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers, and other relevant parties.

## 8.2 Reintegration meetings

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents/carers, a member of staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning pupils and their parents/carers to attend their reintegration meeting.

## 9. Remote access to meetings

Parents/carers, or pupils if they are 18 or older, can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers/pupil (if they are 18 or older) don't express a preference and it is practically possible, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board and the academy trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology that will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

## 10. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), off-site directions and managed moves

- Anonymous surveys of staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

## 11. Links with other policies

This policy is linked to our:

- Behaviour and Conduct policy
- SEND policy
- SEN information report
- Child Protection and Safeguarding policy

This policy will be reviewed every year by the Executive Principal or Vice Principal (Pastoral, Behaviour and Attitude). At every review, the policy will be shared with the governing board.

### A note on off-rolling

Our academy is aware that off-rolling is unlawful. 'Off-rolling' is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the pupil, to:

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school roll, or
- Encourage a sixth-form student not to continue with their course of study, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting. If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

## Appendix 1: independent review panel training

King's Group Academies Trust must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Executive Principals, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act