

Exclusions Policy

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1. Statement of intent

- 1.1. Across The Corinium Education Trust, we understand that good behaviour and discipline is essential for promoting a high quality education.
- 1.2. Our MAT-wide Exclusions Policy is closely linked to our overarching Behaviour Statement which promotes positive behaviour across all of our schools and informs our individual schools' Behaviour for Success Policies. We define Behaviour for Success as the positive attitudes, conduct and approaches our pupils bring to their learning, extra-curricular activities and socialising within our schools. We aim to help our pupils become responsible and resilient citizens of good character with a thirst for knowledge and love of learning.
- 1.3. Amongst other disciplinary sanctions, the Trust recognises that exclusion of pupils from its schools may be necessary where there has been a serious breach, or persistent breaches, of a school's Behaviour for Success Policy and the the Trust's Behaviour Statement and where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils will only be used as a means of last resort.
- 1.4. The Trust has created this policy to clearly define the legal responsibilities of the Chief Executive, Headteachers, the Board of Trustees and the Local Authority when responding to pupil exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance: 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England May 2023'. In this guidance the government's use of the term 'suspend' is a reference to what is described in the legislation as an exclusion for a fixed period. Schools within the Trust will continue to use the term 'fixed term exclusions' (suspension) until the legislation has been updated. Local guidance from Gloucestershire County Council has been updated, but refers to both suspensions and fixed term exclusions.
- 1.5. This policy also aims to secure a pupil's right to an education despite having been excluded from one of the Trust's schools, by ensuring that appropriate arrangements are in place.

2. Legal framework

- 2.1. This policy has due regard to the related statutory legislation including, but not limited to, the following:
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
 - The Education and Inspections Act 2006The Equality Act 2010;
 - The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007;
 - The Education Act 2002, as amended by 2011;
 - The Education Act 1996;
 - The European Convention on Human Rights (ECHR).
- 2.2. This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
 - DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England' (May 2023 for September 2023);
 - Gloucestershire County Council Supplementary Guidance points and paperwork for Headteachers on 'DFE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England. July 2022' Summer 2022;

- Gloucestershire County Council Supplementary Guidance points and paperwork for Governors on: 'DFE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England. July 2022' Summer 2022;
- DfE 'Mental health and behaviour in schools' (2018);
- DfE 'Behaviour and discipline in schools' (2016);
- DfE 'Special educational needs and disability code of practice: 0 to 25 years' (2015).

2.3. This policy will be implemented in conjunction with the Trust's following statements:

- Behaviour Statement;
- Special Educational Needs and Disability (SEND) Statement;
- Safeguarding Statement;
- Equality, Equity, Diversity and Inclusion Policy (Pupils).

2.4. The Trust's Exclusions Policy will also be implemented in line with our individual schools' policies and procedures including:

- Behaviour for Success Policy;
- Anti-Bullying Policy;
- Special Educational Needs and Disability (SEND) Policy;
- Social, Emotional and Mental Health (SEMH) Policy;
- Safeguarding Policy.

3. Aims

3.1. The Trust is an inclusive Trust and we have high expectations for all of our pupils. We are committed to improving our pupils' learning and life chances and every one across our learning community is challenged to be the best they can be every day. We recognise our pupils are children and that they can learn from their mistakes. Therefore, when dealing with transgressions of any kind, we reflect on the situation and reaffirm our standards. We aim to deescalate incidents, ensure any sanctions are reasonable, fair and proportionate, and focus on seeking resolutions to enable all involved to move on.

3.2. We endeavour to use the resources available in and across all of our schools to help pupils change or manage their behaviour to avoid the necessity of an exclusion.

3.3. We expect;

- Every teacher to promote and reinforce high standards of discipline in the classroom and within the school environment;
- All staff to take responsibility for and be consistent in their approach to discipline and behaviour and work within the framework of their school's Behaviour for Success Policy and the Trust's Behaviour Statement
- Every pupil to be aware of the Trust's high expectations and their school's standards;
- Every pupil to take responsibility for their own high standards of behaviour.

- 3.4. The Trust's Exclusions Policy will ensure;
- all pupils across the Trust have the right to enjoy high quality education and share the responsibility to let others do the same;
 - pupils are judiciously sanctioned and subsequently supported so they can be guided to make better decisions about their future behaviour;
 - behaviour in our schools is seen as a choice. We recognise that young people do make mistakes and as such when they have been sanctioned deserve the opportunity and whatever support is necessary to make better decisions in the future, where possible, without future prejudice;
 - the best interests of all pupils are best served by being in school whenever possible. In the event of a pupil seriously breaching an individual school's expectations and Behaviour for Success Policy and therefore necessitating an exclusion from school, Headteachers will, in the first instance, use our in-school exclusion provision. Fixed term exclusions (suspensions) are used only in response to the most serious or persistent disruptive or dangerous behaviour;
 - all of our schools understand that if a pupil is permanently excluded from school their life chances are irreparably damaged. It is a guiding principle that permanent exclusion is a sanction of very last resort. This sanction is only to be used when the presence of a pupil in school represents a significant and sustained threat to the general welfare, learning and physical or mental wellbeing of others in the school.

4. Policy in practice

- 4.1. Across the Trust, schools make every effort to impose sanctions that are clear and consistent for all pupils (see appendix 1). Each breach of a school's Behaviour for Success Policy is judged on its own merits with consideration given to the context of the incident, the individual pupil's learning needs and the pupil's previous behaviour school.
- 4.2. A school's Headteacher reserves the right to use our power of exclusion when a pupil has seriously breached the school's Behaviour for Success Policy. Although the Trust considers exclusion from school a sanction of last resort, it is important that all of our schools have a robust response to persistent disruptive or dangerous behaviour. While Headteachers take account of an pupils' needs, sanctions, determined by senior staff, will be proportionate to the incident and consistent with similar with those for similar behaviours. The options for exclusion (suspension) are:
- Internal Isolation: This is a sanction where a pupil is required to spend the day in the isolation under supervision. Parents/Carers will be informed of the pupil's behaviour and subsequent sanction. The pupil will be supplied with appropriate work and will have supervised comfort/refreshment breaks;
 - Alternative to Exclusion (A2E): This is a sanction that seeks to put in place support for a pupil who has made a mistake without going to a more serious period of fixed term exclusion (suspension) from school. A meeting will be held by a senior member of staff with parents/carers, the pupil and any other appropriate agencies that may provide support. The A2E meeting is then followed up with a Behaviour Support Plan and a formal letter home.
 - In-school Exclusion (suspension) (ISE): This is a sanction with a fixed term of 1, 2 or 3 days. The pupil is excluded from the rest of the school in an exclusion room in school and supplied with appropriate work. They are completely isolated from the school community and supervised at all times. A formal letter is written, a meeting held with parents/carers and, where appropriate, a Behaviour Support Plan is agreed, before the pupil is able to return to lessons.
 - Alternative Provision: This is a sanction that places a pupil with the alternative provision school in either Stroud or Cheltenham for a fixed period of time. This is followed with parental meeting with a senior member of staff and a formal letter home. This may be used in conjunction with another exclusion provision.

- Fixed Term Exclusion (FTE – also called a ‘suspension’): This is a formal sanction with a fixed term of 1-15 days. The pupil is excluded or ‘suspended’ from school and the Local Authority is informed. A formal letter is written, a meeting held with parents/carers and, where appropriate, a Behaviour Support Plan agreed, before the pupils is readmitted to school.
- Permanent Exclusion (PEX): This is a formal sanction that removes the pupil permanently from one of the Trust’s schools. The Local Authority assumes responsibility for the education of the pupil on the sixth day of exclusion. The pupil is placed with another school through the Gloucestershire Fair Access Panel (FAP) process.

4.3. At every stage of the Trust’s Exclusion’s Policy we make exhaustive efforts to engage with parents/carers and work together to ensure there is, whenever possible, a route forward to a productive future for an excluded pupil.

5. Roles and responsibilities

5.1. The Local Authority is responsible for:

- Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of Children in Care (CIC);
- Arranging suitable full-time education for any pupil of compulsory school age excluded permanently from the sixth day, in coordination with the school;
- Reviewing and reassessing pupils’ needs in consultation with their parents/carers where they have an Education Health and Care Plan (EHCP) and are excluded permanently, with a view to identifying a new placement;
- Arranging for an Independent Review Panel (IRP) hearing to review the decision of the Trust’s board not to reinstate a permanently excluded pupil where required if appointed by the Trust to undertake this responsibility on the Trust’s behalf;
- Arranging the hearing without delay at a time, date and venue convenient for all parties either face to face or remote/online if parents request it;
- Ensuring the Independent Review Panel consists of three or five members as appropriate, which represent the required categories;
- Appointing a clerk to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions;
- Ensuring all panel members and the clerk have received training within the two years prior to the date of the review;
- If requested by parents/carers, appointing a SEND expert to attend the panel and covering the associated costs of this appointment.

5.2. The Trust’s Board of Trustees is responsible for:

- Providing information to the Secretary of State and Local Authority about any exclusions within the last 12 months;
- Arranging suitable full-time education for any pupil of compulsory school age excluded on a fixed-term basis from the sixth day;
- Considering parents’/carers’ representations about exclusions within 15 school days of receiving notice if the appropriate requirements are met;
- Considering any exclusion where it would result in a pupil missing a public examination or test before the date of the assessment;
- Considering whether it would be appropriate for a pupil to be permitted onto the school premises to sit the public examination or test;
- Arranging the Trust’s Disciplinary Meeting (TDM) at a time and date convenient to all parties, either face to face or remote/online if parents request it, but in compliance with the statutory time limits;
- Adhering to its responsibilities to consider the reinstatement of pupils;

- Considering the interests and circumstances of the excluded pupil, including the circumstances in which they were excluded, and have due regard to the interests of others at the school;
- Ensuring headteachers have complied with the statutory duties in relation to pupils with SEND when administering the exclusion process, as outlined in the Special Educational Needs and Disability (SEND) Policy;
- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to an exclusion;
- Ensuring clear minutes are taken of the Trust's Disciplinary Meeting;
- Noting the outcome of the Trust's Disciplinary Meeting on the pupil's education record, along with copies of relevant papers for future reference;
- Notifying the pupil's parents/carers, the school's Headteacher and relevant Local Authority of its decision and the reasons for it, without delay;
- Informing parents/carers of where to apply for an Independent Review Panel, where appropriate;
- Engaging the Local Authority (Gloucestershire County Council) to arrange an Independent Review Panel on behalf of the Trust where appropriate;
- Informing parents/carers of relevant sources of information;
- Ensuring a pupil's name is removed from the relevant school's admissions register, where appropriate;
- Reconvening within 10 school days to reconsider reinstatement of a pupil where directed to do so by the Independent Review Panel.

5.3. The clerk to the Independent Review Panel (appointed by the Local Authority) is responsible for:

- Making reasonable efforts to inform the appropriate individuals that they are entitled to:
 - Make written representations to the panel;
 - Attend the hearing in person, or remotely/online if requested, and make oral representations to the panel;
 - Be represented.
- Making reasonable efforts to circulate copies of relevant papers at least five school days before the review to all parties;
- Giving all parties details of those attending and their role, once the position is clear;
- Attending the review and ensuring that minutes are produced in accordance with instructions from the panel.

5.4. The Trust's Headteachers are responsible for:

- Implementing the Trust's Behaviour Statement and their school's related Behaviour for Success policy and procedures to ensure all pupils can benefit from the opportunities provided by education and to minimise potential exclusions;
- Applying the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts in relation to an exclusion;
- Considering and implementing appropriate resolution strategies, including restorative mediation, repair and build, and alternatives to or the type of exclusion required;
- Triggering early interventions such as a referral to the Trust's 'team around the school' as soon as significant social, emotional and behavioural difficulties arise;
- Ensuring all staff, members of Local Governing Bodies and trustees routinely engage in training and are familiar with the Trust's Exclusions Policy and Gloucestershire County Council Supplementary Guidance points and paperwork for Governors on: 'DFE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England. July 2022' Summer 2022;

- Complying with their statutory duties in relation to pupils with SEND when administering the exclusion process, as outlined in the Special Educational Needs and Disability (SEND) Policy;
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a pupil has suffered bereavement, bullying or has a mental health issue;
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour;
- Reviewing the effectiveness of exclusions as a sanction, e.g. if a pupil has received multiple exclusions or is approaching the legal limit for exclusions in an academic year;
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, eligible for FSM, CIC and those from certain ethnic groups;
- Engaging effectively with parents/carers in supporting the behaviour of pupils with additional needs;
- Determining the type and length of exclusion required;
- Cancelling any exclusions that have already begun but have not yet been reviewed by the Trust's Disciplinary Meeting. Where an exclusion is cancelled, the headteacher must notify the parents, the governing board, the local authority and the pupil's social worker and as Head of the Virtual school applicable, without delay. The notification must also provide the reason for the cancellation;
- Providing evidence to ensure any decision to exclude is lawful, rational, reasonable, fair and proportionate (see Appendix 2);
- Complying with the requirements of the Equality Act 2010 when deciding whether to exclude a pupil;
- Ensuring they have considered their legal duty of care when sending a pupil home following an exclusion;
- Making the decision to exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings;
- Notifying a pupil's parents/carers without delay where the decision is taken to exclude the pupil, including the days on which the parents/carers must ensure the pupil is not present in a public place at any time during school hours, as well as any other necessary information statutorily required;
- Ensuring that all information provided to parents/carers is clear and easily understood;
- Notifying the governing board and Local Authority of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required;
- Notifying the Chief Executive and Local Governing Body once per term of any exclusions not already notified or that have been cancelled including the circumstance and reasons behind these decisions;
- Organising suitable work for excluded pupils where alternative provision cannot be arranged.

6. Grounds for exclusion

- 6.1. Schools within The Corinium Education will only exclude or suspend pupils where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the Trust's Behaviour Statement and individual schools' related policies and procedures, have failed to be successful.
- 6.2. Within the Trust the following examples of behaviour may underline a school's decision to exclude or suspend a pupil:
 - Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises;
 - Any incidents which breach the law, including the possession or sale of illegal substances;
 - Persistent and severe bullying;

- Verbal and physical abuse;
- Persistent disruption;
- A single, serious and major incident, e.g. serious assault on another individual leading to injury.

6.3. Pupils can be excluded or 'suspended' on a fixed-period basis, i.e. up to 45 school days within a year, or permanently. Similarly, pupils can be permanently excluded following a fixed-period exclusion or suspension, where further evidence is presented.

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

7. A Headteacher's power to exclude

7.1. Only a Headteacher has the power to exclude a pupil from a school within the Trust. A school's Headteacher is able to decide whether this is on a fixed-period or, in consultation with the Chief Executive, a permanent basis. All exclusions will only be issued on disciplinary grounds.

7.2. The Headteacher of a school within the Trust is able to exclude pupils from the premises where their behaviour is disruptive during lunchtime. All lunchtime exclusions will be counted as half of a school day.

7.3. The Headteacher of a school within the Trust is able to consider a pupil's disruptive behaviour outside of the school premises as grounds for exclusion, in accordance with the Trust's Behaviour Policy and individual school's related policies and procedures.

7.4. Any decision made to exclude a pupil will be lawful, rational, reasonable, fair and proportionate, with respect to legislation relating directly to exclusions and the school's wider legal duties;

7.5. All exclusions, fixed term (suspensions) and permanent, will be formally recorded on the excluding school's pupil information system.

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

7.7. The Headteacher of a school within the Trust 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.

7.8. The headteacher of a school within the Trust may cancel any exclusion that has already begun, that has not yet been reviewed by Trustees or the school's local governing body. Where an exclusion is cancelled parents, the local governing body, and the local authority will be notified without delay and, if relevant, the pupil's social worker and the Head of the Virtual School. Parents will be invited to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled and the pupil will be allowed back into school. The pupil will be reinstated immediately.

7.9. At all times, the Headteacher of a school within the Trust 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. It is unlawful to exclude a pupil in response to concerns that the school cannot meet the pupil's needs.

- 7.10. The Headteacher of a school within the Trust will not issue any 'informal' or 'unofficial' exclusions, such as sending a pupil home to 'cool-off', regardless of whether or not the parents/carers have agreed to this.
- 7.11. The Headteacher of a school within the Trust will not use the threat of exclusion as a means of influencing parents/carers to remove their child from the premises or off the roll of the school.

8. Factors to consider when excluding a pupil

- 8.1. When considering the exclusion (suspension) of a pupil, a Headteacher of a school within the Trust will:
- Make all reasonable efforts to allow the pupil the opportunity to present his/her case and consider any possible mitigating circumstances that may not already be known to the school;
 - Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bullying;
 - Take into consideration any additional needs (including the four areas of need defined in the SEN Code of practice) the pupil may have and the extent to which these may have contributed to the behaviour/incident and whether these needs were being met by the school at the time;
 - Check whether the pupil has received multiple exclusions (suspensions) is approaching the legal limit of 45 excluded days per school year, and whether exclusion (suspension) is serving as an effective sanction;
 - Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess pupils who demonstrate consistently poor behaviour;
 - Liaise with a pupil's social worker where there is a Child in Need or Child Protection Plan in place to ensure the decision to exclude (suspend) is fully informed and takes account of the full range of factors including 'is it safe at home?'.
- 8.2. The Headteacher of a school within the Trust will consider what extra support may be available for vulnerable pupil groups whose exclusion rates are higher to reduce their risk of exclusion, including the following:
- Children in care;
 - Pupils eligible for Free School Meals (FSM);
 - Pupils with Special Education Needs and Disabilities (SEND);
 - Certain ethnic groups;
 - Pupils with Social Emotional and Mental Health Needs (SEMH);
 - Young carers.
- 8.3. The Headteacher of a school within the Trust will make all reasonable efforts to avoid permanently excluding Children in Care, those with SEMH issues or pupils with an EHCP and will liaise with the Local Authority and other agencies accordingly.
- 8.4. Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the Headteacher of the school within the Trust who will instigate a multi-agency assessment to determine whether the behavioural issues might be as a result of educational, mental health or other needs and vulnerabilities. The full assessment procedures are outlined in the school's Special Educational Needs and Social, Emotional and Mental Health (SEMH) Policies.

- 8.5. Where SEND or SEMH issues are identified, an individual behaviour plan will be created using the graduated response outlined in the individual school's Behaviour Policy. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the graduated response process, then exclusion (suspension) may be considered.
- 8.6. In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before the graduated response process has been completed.
- 8.7. Where a pupil with SEND or SEMH issues is permanently excluded because of a SEND or SEMH-related need that could not be met at the school within the Trust, detailed records will be kept highlighting that these pupils are closely tracked and show that the school has a close relationship with the pupil's next destination.
- 8.8. The Headteacher of a school within the Trust will work in conjunction with the parents/carers of any pupil with additional needs, to establish the most effective support mechanisms.

9. Criminal investigations

- 9.1. The Headteacher of a school within the Trust will not postpone taking a decision to exclude (suspend) a pupil due to a police investigation being underway, or any criminal proceedings that are in place.
- 9.2. The Headteacher of a school within the Trust will give particular consideration when deciding to exclude (suspend) a pupil where evidence is limited by a police investigation, to ensure that any decision made is lawful, rational, reasonable, fair and proportionate.
- 9.3. If the Trust's Board of Trustees is required to consider the Headteacher's decision in these circumstances, they will not postpone the meeting of the Trust's Disciplinary Committee and will make a decision based on the evidence available.

10. Duty to inform parents/carers

- 10.1. Following a Headteacher's decision to exclude (suspend) a pupil, the Headteacher of a school within the Trust will immediately inform the parents/carers, in person or by telephone, of the period of the exclusion (suspension) and the reasons behind this.
- 10.2. The Headteacher of a school within the Trust will inform all parents/carers with parental responsibility in writing (electronically if written permission has been received from the parents/carers for notices to be sent this way) of the following:
- The reason(s) for the exclusion (suspension);
 - The length of the fixed-period exclusion ('suspension') or, for a permanent exclusion, the fact that it is permanent;
 - Their right to raise any representations about the 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 exclusion, and the fact that they are able to bring an accompanying individual;
 - Their right to request the meeting above is held remotely rather than in person should they prefer it;
 - 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.

- 10.3. Where the pupil is of compulsory school age, the Headteacher of a school within the Trust will inform the parents/carers by the end of the afternoon session that:
- For the first five days of the exclusion (suspension) or until the start date of any alternative provision or the end of the exclusion where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents/carers may receive a penalty fine if they fail to do so.
- 10.4. Where the Headteacher of a school within the Trust has arranged alternative provision, they will also inform the parents/carers 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.
- 10.5. Where the Headteacher of a school within the Trust 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.
- 10.6. If the alternative provision is due to begin before the sixth day of the exclusion (suspension), the Headteacher of a school within the Trust is able to give less than 48 hours of notice, with parental consent.
- 10.7. If the Headteacher of a school within the Trust has decided to exclude (suspend) the pupil for a further fixed period following their original exclusion, or to permanently exclude them, they will notify the parents/carers without delay and issue a new exclusion notice to parents/carers.
- 10.8. Headteachers of schools within the Trust will advise the Chief Executive of their decisions to make any fixed term exclusions (suspensions) of over two days and of any permanent exclusions.

11. Duty to inform the Board of Trustees and Local Authority

- 11.1. The Headteacher of a school within the Trust will inform the clerk to the Board of Trustees and Local Authority, without delay, of the following:
- Any permanent exclusions (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);
 - Any exclusions (suspensions) which would result in the pupil being excluded for more than five school days in a term (or more than 10 lunchtimes);
 - Any exclusions (suspensions) which would result in the pupil being absent from an examination or national curriculum test.
- 11.2. For any exclusions (suspensions), other than those above, the Headteacher of a school within the Trust will send a copy of the exclusion letter to parents/carers to the Local Authority by secure email and a copy to the chair of the school's Local Governing Body.
- 11.3. All notifications to the Board of Trustees and LA will include the reasons for exclusion and the duration of any fixed-period exclusion (suspension). The Headteacher will ensure all the necessary paperwork is completed in line with the Local Authority's guidance and time frames as set out in Gloucestershire County Council's 'Supplementary Guidance points and paperwork for Headteachers on 'DFE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England. July 2022' Summer 2022.

- 11.4. If the pupil who is excluded lives outside the Local Authority in which the school within the Trust is located, the Headteacher will notify the pupil's 'home authority' as well as the school's Local Authority.

12. Arranging education for excluded pupils

- 12.1. For any fixed-period exclusions (suspensions) of more than five school days, the Headteacher, on behalf of the Board of Trustees, will arrange suitable full-time education for the pupil, which will begin no later than the sixth day of exclusion.
- 12.2. Where a pupil receives consecutive fixed-period exclusions (suspensions), these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of exclusion.
- 12.3. For permanent exclusions, full-time education will also be provided for the pupil from the sixth day of exclusion by the Local Authority in which the pupil lives.
- 12.4. The Headteacher 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.
- 12.5. The Board of Trustees is aware that it is beneficial to excluded pupils to begin their alternative education arrangements before the sixth day of exclusion. The Headteacher, on their behalf, will always attempt to arrange alternative provision before the sixth day of exclusion.
- 12.6. Where it is not possible to arrange alternative provision during the first five days of exclusion, the school within the Trust will ensure that they take reasonable steps to set and mark work for the excluded pupil.
- 12.7. If a pupil with SEND has been excluded, the Headteacher on behalf of the Board of Trustees will ensure that:
- Any alternative provision is arranged in consultation with the pupil's parents/carers, who are able to request preferences;
 - When identifying alternative provision, any EHC plan is reviewed/the pupil's needs are reassessed, also in consultation with the pupil's parents/carers.

13. Considering exclusions

- 13.1. The Trust's Disciplinary Committee will consider any representations made by parents/carers in regard to exclusions.
- 13.2. The Clerk to the Trustees of the Trust will ensure that three appropriately trained representatives from across the Trust will be present at the meeting of Trust's Disciplinary Committee, this may include a trustee, members of the excluding school's Local Governing Body and/or a member of another school's Local Governing Body within the Trust.
- 13.3. The pupil, parents/carers and, where requested, a friend or representative, the Headteacher and a member of the Local Authority will be invited to attend the meeting of Trust's Disciplinary Committee in person, or remotely online if they request it, to consider the exclusion and make representations according to their roles in relation to it.
- 13.4. The meeting of Corinium Education Trust's Disciplinary Committee to consider reinstatement of a pupil will be arranged at a date, time and venue (or remotely online if parents request it) convenient for all parties, and in compliance with any statutory time limits.

- 13.5. The meeting Trust's Disciplinary Committee will consider the reinstatement of an excluded pupil, where:
- The exclusion is permanent;
 - The exclusion (suspension) is fixed-period, and would bring the pupil's total number of excluded school days to more than 15 in any given term;
 - The exclusion would result in the pupil missing a public examination.
- 13.6. In the case of a fixed-period exclusion (suspension) where the pupil's total number of excluded days is more than five but less than 15 school days within a term, if requested by the parents/carers, the Trust's Disciplinary Committee will consider exclusions within 50 school days of receiving notification.
- 13.7. In the case of a fixed period exclusion (suspension), where the pupil's total number of excluded school days does not amount to more than five, in the absence of any such representations, the Trust's Disciplinary Committee is not required to meet and cannot direct the reinstatement of the pupil.
- 13.8. Where exclusion would result in a pupil missing a public examination, the Trust's Disciplinary Committee will meet to consider the exclusion before the test to decide whether the pupil should be reinstated in time to take the examination.
- 13.9. If it is not practicable for a sufficient number of Trustees to consider the decision before the examination, a smaller sub-committee made up of Trustees and members of the Trust's Local Governing Bodies will consider the exclusion and decide whether or not to reinstate the pupil.
- 13.10. In light of the above, the Trust's Disciplinary Committee will also consider whether it would be appropriate to allow the excluded pupil to enter the premises to take the examination.
- 13.11. When considering the reinstatement of an excluded pupil, the Trust's Disciplinary Committee will:
- Only discuss the exclusion with the parties present at the meeting;
 - Ask for any written evidence prior to the meeting;
 - Circulate any written evidence and information to all parties, at least five school days in advance of the meeting;
 - Allow pupils and parents/carers to be accompanied by a person of their choice at the meeting;
 - Consider what reasonable adjustments need to be made to support the attendance and contribution of parties at the meeting;
 - Identify the steps needed to enable and encourage the excluded pupil to attend the meeting and speak on their behalf, or how they may contribute personal views by other means if attendance is not possible;
 - Consider the interests and circumstances of the excluded pupil, including the grounds for exclusion and any special education needs;
 - Conduct the meeting with formality and professionalism whilst taking care to make the parents/carers and young person feel comfortable;
 - Devote sufficient time for the matter to be dealt with diligently;
 - Declare any potential conflicts of interest;
 - Undertake training in relation to this particular task;
 - Prepare and ask questions in order to satisfy themselves that the Headteacher's decision was lawful, rational, reasonable, fair and proportionate;
 - Meet to consider the exclusion even if the pupil and parents/carers choose not to attend or make representations.

14. Reaching a decision

- 14.1. After reviewing exclusions, the Corinium Education Trust's Disciplinary Committee will:
- Determine whether or not the Headteacher's decision to exclude permanently or for a fixed term was lawful, rational, reasonable, fair and proportionate.
 - Depending on the above, decline to reinstate the pupil if it is a permanent exclusion or direct the reinstatement of the pupil immediately, or on a specified date.
- 14.2. If reinstatement would make no practical difference, e.g. if the pupil has already returned to school following a fixed-period of exclusion or the parents/carers make clear they do not want their child reinstated, the Trust's Disciplinary Committee will still consider whether the pupil should be officially reinstated, and whether the Headteacher's decision to exclude the pupil was lawful, rational, reasonable, fair and proportionate, based on the evidence presented.
- 14.3. The Trust's Disciplinary Committee will apply the civil standard of proof when responding to the facts relating to an exclusion, it is more likely than not that the facts are true.
- 14.4. To reach a decision, the Trustees' Disciplinary Committee will:
- Identify the steps they intend to take to ensure that all parties involved will have the opportunity to participate and present their views;
 - Ensure that minutes are taken of the meeting as a record of the evidence that was considered;
 - Ask all parties to withdraw from the meeting before concluding their decision;
 - Consider whether the exclusion of the pupil was lawful, rational, reasonable, fair and proportionate, taking into account the Headteacher's legal duties and any evidence that was presented to the governing board in relation to the decision to exclude;
 - Record the outcome of the decision on the pupil's educational records, along with copies, which will be kept for at least six months;
 - Make a note of their findings, where they have considered an exclusion but cannot reinstate the pupil.

15. Notification of considered exclusions

- 15.1. The clerk to the Trustees will notify the parents/carers of the excluded pupil, the Headteacher and the Local Authority of the decision of the Trust's Disciplinary Committee following the consideration of an exclusion, in writing and without delay.
- 15.2. In the case of a permanent exclusion, where the Trust's Disciplinary Committee decides not to reinstate the pupil, they will notify the parents/carers:
- 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 an independent review must be made;
 - Of the name and address of whom the application for the independent should be submitted to;
 - That any application for an independent review 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 are considered relevant to the exclusion;
 - That, regardless of whether a pupil has been identified as having SEND, the parents/carers have a right to require the Trust's Disciplinary Meeting to ensure a SEND expert attends the independent review. This will be arranged by the Local Authority who will be asked to arrange the independent review on behalf of the Trust;
 - Of the role of the SEND expert that will attend the independent review, and that the parents/carers will not be charged for this;
 - That they are required to make it clear if they wish for a SEND expert to attend the independent review;
 - That they may appoint someone at their own expense to make representations to the panel.

15.3. The Trust's Disciplinary Committee will also notify parents/carers that, if they believe an exclusion has been issued as a result of discrimination, then they are required to make a claim under the Equality Act 2010 to the First-tier Tribunal (SEND), and that this should be within six months of when the discrimination allegedly took place.

15.4. After any conclusion, the Trust's Disciplinary Committee will notify the parents/carers, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

16. Removing permanently excluded pupils from the school register

16.1. The Headteacher of a school within the Trust will remove pupils from the school register if:

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

16.2. If an application for an independent panel review has been made within 15 school days, the Headteacher of a school within the Trust will wait until the review has been determined, or abandoned, and until the Trust's Disciplinary Committee has completed any reconsideration that the panel recommended or directed it to carry out, before removing the pupil from the school register.

16.3. If a pupil's name is to be removed from the register, the Headteacher of a school within the Trust will make a return to the Local Authority and the pupil's Local Authority if different, which will include:

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

16.4. Any return to the Local Authority 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.

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

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

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

17. Independent Review Panel (IRP) following the Trust's decision to exclude a pupil from one of our schools

17.1. The Trust will ask The Local Authority to arrange an Independent Review Panel on their behalf.

17.2. The Local Authority will review the Trustees' Disciplinary Committee's decision not to reinstate a permanently excluded pupil, if the parents/carers submit their application for this within the required time frame.

17.3. The Local Authority will constitute an Independent Review Panel of three or five members that represent the following categories:

- A lay member to chair the panel. This individual will not have worked in any school in a paid capacity;
- A current or former school governor who has served for at least 12 consecutive months in the last five years;
- A Headteacher or individual who has been a Headteacher within the last five years.

17.4. Parents/carers are required to submit their applications within:

- 15 school days of the Trustees' Disciplinary Committee's notification of their decision;
- 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.

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

17.6. Parents/carers are able to request an Independent Review Panel even if they did not make a case to, or attend, the governing board's initial consideration of the exclusion.

17.7. The Local Authority will adhere to all statutory guidelines when conducting an Independent Review Panel, as outlined in the DfE's statutory guidance document 'Exclusion from maintained schools, academies and pupil referral units in England' 2017.

18. Appointing a SEND expert if requested at the Independent Review Panel

18.1. If requested by parents/carers in their application for an Independent Review Panel, the Local Authority will appoint a SEND expert to attend the panel and cover the associated costs of this appointment.

18.2. The Local Authority 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.

18.3. Parents/carers have a right to request the attendance of a SEND expert at an Independent Review Panel, regardless of whether the school recognises that their child has SEND.

18.4. The SEND expert's role is set out in section 19 of this policy.

18.5. Individuals will not serve as a SEND expert if they have, or at any time have had, any connection with the Local Authority, any school within the Trust, parents/carers 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 Local Authority.

18.6. The SEND expert will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND. Examples of suitable individuals might include educational psychologists; specialist SEND teachers; SENCOs; and behaviour support teachers.

18.7. Recently retired individuals are not precluded from fulfilling this role; however, the Local Authority 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.

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

- 18.9. The final decision on the appointment of a SEND expert is for the Local Authority to make, but it will take reasonable steps to ensure that parents/carers have confidence in the impartiality and capability of the SEND expert. Where possible, this will include offering parents/carers a choice of SEND expert. In order to meet its duties within the statutory time frame, the Local Authority will consider maintaining a list of individuals capable of performing the role of SEND expert in advance of a request.
- 18.10. The Local Authority will determine the amount of any payment in relation to the appointment of the SEND expert, such as financial loss, travel and subsistence allowances.

19. The role of a SEND expert at an Independent Review Panel

- 19.1. The SEND expert's role is analogous to an expert witness, providing (orally and/or written) impartial advice to the Independent Review 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.
- 19.2. The focus of the SEND expert's advice will be on whether the school's policies which relate to SEND, or the application of these policies in relation to the excluded pupil, were legal, reasonable and procedurally fair. If the SEND expert believes that this was not the case, they will, where possible, advise the Independent Review Panel on the possible contribution this could have made to the circumstances of the pupil's exclusion.
- 19.3. Where school a school within the Trust does not recognise that a pupil has SEND, the SEND expert will advise the Independent Review 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.
- 19.4. The SEND expert will not criticise the Trust's and 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.

20. Appointing a clerk for the Independent Review Panel

- 20.1. As they will be asked to arrange the Independent Review Panel the Local Authority will decide whether to appoint a clerk to the Independent Review Panel, or to make alternative arrangements to administer the panel.
- 20.2. The Local Authority will ensure that the clerk did not serve as clerk to the Trust's Disciplinary Committee when the decision was made not to reinstate the pupil.

21. The role of a clerk in an Independent Review Panel

- 21.1. The clerk's role is to provide advice to the Independent Review Panel and parties to the review on procedure, law and statutory guidance on exclusions.

21.2. The clerk will:

- Schedule the Independent Review Panel and confirm the date, time and venue to all parties. This may be held remotely/online if parents request it.
- Identify, in advance of the meeting, whether the excluded pupil wishes to attend the Independent Review Panel hearing, taking reasonable steps to enable the pupil to feedback their views, irrespective of their attendance;
- Identify, in advance of the Independent Review Panel, whether any alleged victims of the incident(s) leading up to the exclusion wish to attend the Independent Review Panel hearing, taking reasonable steps to enable them to feedback their views, irrespective of their attendance;
- Ensure that the Independent Review 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/carers, Chief Executive, Headteacher and Board of Trustees, that they are entitled to: make oral and written representations to the Independent Review 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 Independent Review Panel, notifying the Independent Review Panel if any requested documents have not been provided in case the Independent Review Panel wishes to adjourn until a later date;
 - Informed about who is attending the meeting of the Independent Review Panel, and what their roles are;
- Attend the Independent Review Panel and ensure that minutes are produced in accordance with instructions from the Independent Review Panel.

21.3. Where a clerk is not appointed, the Local Authority will undertake the functions outlined in paragraphs 20.1 and 20.2 of this policy.

22. The duties of Independent Review Panel members in the conduct of an Independent Review Panel

22.1. The role of the Independent Review Panel is to review the Trust's Disciplinary Committee's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the Independent Review 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 within the Trust.

22.2. The Independent Review Panel will apply the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true), rather than the criminal standard of 'beyond reasonable doubt'.

22.3. Following the review, the Independent Review Panel will do one of the following:

- Uphold the decision;
- Recommend that the governing board reconsiders reinstatement;
- Quash the decision and direct that the Trust's Board of Trustees reconsiders reinstatement.

22.4. The Independent Review Panel's decision does not have to be unanimous and can be decided by a majority vote. It is binding on the pupil, parents/carers, Chief Executive, Headteacher, the Trust's Board of Trustees and the Local Authority.

23. Reconsidering reinstatement following an Independent Review Panel

- 23.1. Where the Independent Review Panel instructs the Board of Trustees to reconsider their decision not to reinstate a pupil, they will do so within 10 school days of being given notice of the Independent Review Panel's decision.
- 23.2. The school within the Trust is aware that if the Board of Trustees does not offer to reinstate the pupil, then the school will be required to make a payment of £4,000 directly to the Local Authority in which the school within the Trust is located.
- 23.3. If, following reconsideration, the Board of Trustees offers to reinstate the pupil but the parents/carers decline, no adjustment will be made to the school's budget.
- 23.4. Following reconsideration, the Trust's Board of Trustees will notify the parents/carers, the Chief Executive, Headteacher and the Local Authority of their reconsidered decision and the reasons for this.

24. Training requirements for the clerk and members of the Independent Review Panel

- 24.1. The Trust understands that the Local Authority will ensure that all Independent Review Panel members and clerks have received training within the two years prior to the date of the Independent Review Panel
- 24.2. Training will cover:
 - The requirements of the legislation, regulations and statutory guidance governing exclusions;
 - The need for the Independent Review Panel to observe procedural fairness and the rules of natural justice;
 - The role of the chair of an Independent Review Panel;
 - The role of the clerk to an Independent Review Panel;
 - The duties of Headteachers, governing boards and the Independent Review 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.
- 24.3. Clerks will also have an up-to-date understanding on developments in case law which are relevant to exclusion.

25. Monitoring and review

- 25.1. The impact of the Trust's Exclusions Policy is monitored on a fortnightly basis by the Trust's Leadership Group through the regular reviews of each school's Key Performance Indicators. Any concerns around patterns in pupils' behaviour leading to exclusion are explored and appropriate actions taken.
- 25.2. Data relating to exclusions including the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used when necessary, as a last resort is regularly presented to the Board of Trustees and members of our schools' Local Governing Bodies in the Chief Executive's and Headteachers' reports and the DFE analysis is annually scrutinised for evidence of any trends and improvements.
- 25.3. This policy will be reviewed on an annual basis by the Chief Executive of the Trust and Headteachers in conjunction with the Board of Trustees. The next scheduled review date for this policy is September 2024.

- 25.4. All members of staff across the Trust are routinely required to familiarise themselves with this policy and related policies and procedures and as part of their induction programme receive specific training on behaviour management in their schools and across the Trust.

Appendix 1

This table is produced as a guide only. Each breach of a school's Behaviour for Success Policy is judged on its own merits with consideration given to the the context of the incident, the individual pupil's learning needs and the pupil's previous behaviour in school.

Incident	Indicative Type of Behaviour	Indicative Sanction	Indicative Action
Minor negative behaviour in unstructured time.	Minor disruption to the safety and wellbeing of others e.g. Name calling, inappropriate use of mobile phones. Lateness to school Not treating staff and pupils as members of a respectful community e.g. Swearing publicly at or near other pupils.	Phone call home Confiscated Items	School staff contact home and manage sanctions as appropriate
Negative behaviour that significantly disrupts the learning and/or wellbeing of pupils or staff.	Persistent disruption of the learning of others across 2 or more subjects. Refusing to accept the authority of the school. Not treating staff and pupils as members of a respectful community e.g. Swearing at or near a member of staff. Any incidents of emotional or physical bullying.	Internal Isolation	Senior School staff contact home, arrange parental meeting, implement sanctions and put support plan in place
Negative behaviour that causes significant risk to, and disruption of, pupils learning and wellbeing.	Unprovoked violence Persistent significant disruption of the learning of others resulting in 5 or more Internal Isolations per term.	In School Exclusion	Headteacher has power of referral. Phone call with follow up letter home to parents/carers Post Exclusion Meeting with appropriate senior member of staff. Appropriate Behaviour Support Plan agreed, tailored to the individual and risk assessment completed where appropriate. Outcomes formally confirmed in writing in letter to parents/carers.
Persistent negative behaviour that causes significant risk to, and disruption of, pupils learning and wellbeing.	Persistent Demonstration of Behaviour above.	APS	Headteacher has power of referral. Parental meeting with senior member of staff Follow up letter detailing arrangements including length of period at APS and transport.
Incident	Indicative Type of Behaviour	Indicative Sanction	Indicative Action
Significant threat of harm to individuals or the school community	Possession of a weapon with intent Possession of drug Violence towards a member of staff	Fixed Term Exclusion (or suspension)	Headteacher has power of referral. Phone call with follow up letter home to parents/carers

			<p>Post Exclusion Meeting with the Headteacher or in a secondary school, appropriate senior member of staff or Trustees Disciplinary Committee (determined by the length of the exclusion). Headteacher prepares Headteacher Statement using template provided in Appendix 2 if exclusion goes to Trustees Disciplinary Committee. Appropriate Behaviour Support Plan agreed, tailored to the individual and risk assessment completed where appropriate. Outcomes formally confirmed in writing in letter to parents/carers.</p>
Significant harm caused to individuals or the school community	<p>Dealing of drugs Use of a weapon Persistent significant disruption to the safety and wellbeing of the school community where the greater prejudice is to the education of the rest of the school over the education of the individual child.</p>	Permanent Exclusion	<p>Headteacher has power of referral.</p> <p>Meeting with Trustees Disciplinary Committee. Headteacher prepares Headteacher Statement using template provided in Appendix 2.</p>

Appendix 2: Exclusions – Headteacher’s Statement

School:			
Pupil's name:		Date:	
Type of exclusion:	Fixed	No. of days:	Permanent
Reason:			
Evidence used to inform decision to exclude:			
Justification:			
Lawful:			
Rational:			
Reasonable:			
Fair:			
Proportionate:			
Safeguarding:			

Document History

Creation Date: December 2019

Trust Lead: Chiquita Henson, CEO

Approved by: Board of Trustees

First approval date: December 2019

Review frequency: Annual

Review date	Significant amendments	Made by	Next review
October 2021	1.4 Acknowledged government's change in term from 'fixed term exclusion' to 'suspension' Confirmed decision to stick with the term 'fixed term exclusion' until the statutory guidance (2017) is officially updated. 2.2 /5.4/11.3 Updated references to most recent local guidance: 'Exclusion from Maintained Schools, Academies and Alternative Provision Schools: A guide and information for Headteachers in Gloucestershire' (updated Summer 2021) and 'Exclusion from Maintained Schools, Academies and Alternative Provision Schools: A guide and information for Governors in Gloucestershire' (updated Summer 2021). Changed all references to parents to parents/carers.	CXH	October 2022
October 2022	Revised against new DFE Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England September 2022 (1.4, 2.2). Increased references to suspend/suspension throughout document to reflect change in terminology. Clarification around decision to exclude and proportionality (3.4, 4.2). Made references to statutory duties re-SEND more explicit (5.2, 8.1, 13.11) Clarification regarding cancelled exclusions and subsequent actions (5.4, 7.8). Expectations regarding exclusions data for governors' and trustees' scrutiny (25.2) Updated review date (25.3)	CXH	October 2023
September 2023	Revised against new DFE Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England May 2023 (from September 2023). 1.4: Updated guidance.	CXH	September 2024

	<p>2.1: Reordered list into reverse chronological order.</p> <p>2.2: Updated and re-ordered guidance into reverse chronological order.</p> <p>2.3: Updated policies, specifically Equality, Equity, Diversity and Inclusion Policy (Pupils).</p> <p>4.2: Changed reference to APS (Stroud) to 'Alternative Provision' to reflect re-organisation locally.</p> <p>5.1, 5.2, 5.3, 10.2, 13.3, 13.4 and 21.2: All amended to reflect parents' right to request any exclusion meetings be held remotely/online.</p> <p>5.4 and 7.8: amended to reflect the Headteacher's decision to cancel exclusions and subsequent actions.</p>		
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