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Exclusions Policy

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Exclusions Policy

Scope and publication

The policy sets out guidelines and circumstances under which a student may be suspended or permanently excluded from an Anthem Schools Trust school and applies to all students at all Trust schools, including those who may be below or above compulsory school age. The policy is available on each school website and can be made available in large print or other accessible formats if required.

In this policy the term Headteacher also includes any person formally appointed as Acting Headteacher and the Executive Headteacher.

Relationship to other policies

This policy should be read in conjunction with the School Behaviour & Ethos Policy as well as other relevant school policies, particularly the Special Educational Needs Policy, the Child Protection and Safeguarding Policy, the Alternative Provision Policy, and the Whole School Equality Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy.

Guidance and legislation

This policy is drafted to be compliant with the DfE's Exclusion from maintained schools, academies and student referral units in England (July 2026) statutory guidance. This policy includes a summary of the statutory guidance and is not intended to provide a comprehensive account of its contents. The statutory guidance should therefore be read alongside this policy.

The non-statutory government guidance Behaviour in Schools (February 2024) is also very relevant.

This policy takes into account:

- Our public sector equality duty set out in section 149 of the Equality Act 2010
- 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 responsibilities for excluded students.
- 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 and as modified and amended by The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026
- Children and Families Act 2014
- The Inspection information for state-funded schools, which defines 'off-rolling.'

This policy complies with our funding agreement and articles of association, and with statutory regulations applying to academies in relation to exclusions and off-site direction.

Statement of principles

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the School Behaviour & Ethos Policy; **and** where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

We seek to reduce the number of incidents leading to a suspension and permanent exclusion by promoting a positive atmosphere of mutual respect and discipline within the school.

We regularly monitor the number of suspensions and permanent exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Definitions

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

Permanent exclusion – when a student is removed from the school permanently and taken off the school admission register.

Off-site direction – when a school requires a student to attend another education setting temporarily, to improve their behaviour.

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

Managed move – when a student 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. Managed moves cannot be used on a trial basis.

Cancelled exclusion – an exclusion that has been cancelled before the Resolution Team has met to consider whether the student should be reinstated.

Headteacher – unless otherwise specified, where we refer to 'Headteacher' in this policy this also includes reference to the 'Executive Headteacher' where there is one for a school. This term does not include a 'Head of School.'

A note on off rolling

Our school is aware that off rolling is unlawful. Ofsted defines off rolling as:

The practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent/carer to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student.

We will not suspend or exclude students unlawfully by directing them off site, or not allowing students to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off.'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support.
- Due to poor academic performance.
- Because they have not met a specific condition, such as attending a reintegration meeting.

- By exerting undue influence on a parent/carer to encourage them to remove their child from the school.

Authority to exclude

Permanent Exclusions (PEXs) and suspensions can only by authorised by the Headteacher/Executive Headteacher. These decisions must not be delegated to anyone else (other than an Acting Headteacher).

PEXs

The Headteacher/Executive Headteacher will seek approval from the approvers below over the phone, email or Teams before the parents/carers are informed about the PEX.

Approvers for a PEX

- CEO
- Executive Director of Education
- Executive Director of Professional Services & General Counsel
- Directors of Education Primary (North/South)/Director of Secondary Standards, as appropriate
- Director of Inclusion (when the student has got SEND)

Suspensions

The Headteacher/Executive Headteacher will obtain approval over the phone, email, or Teams for all suspensions from their:

- Director of Education Primary (North/South) – primary schools
- Director of Secondary Standards – secondary schools

Where any potential suspension or permanent exclusion involves a child with special educational needs or a disability (SEND), or a looked-after or previously looked-after child or for any exclusion where the circumstances are particularly complex, the Headteacher/Executive Headteacher can seek legal advice from the Executive Director of Professional Services & General Counsel and also advice from the Director of Inclusion, as appropriate.

Decision to exclude

A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. They can also be excluded permanently.

A decision to permanently exclude a student will only be taken in response to a serious breach, or persistent breaches, of the School Behaviour & Ethos Policy; **and** where a student's behaviour means that allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The decision will always be:

- Lawful
- Rational
- Reasonable
- Fair

- Proportionate

When establishing the facts in relation to a possible exclusion, the Headteacher will always apply the civil standard of proof i.e., on the balance of probabilities it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

Before issuing a suspension or permanent exclusion, the Headteacher will:

Investigation and evidence: Ensure that a thorough investigation has been carried out and consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked. As per the School Behaviour & Ethos Policy, the Headteacher may consider the behaviour of a student outside school as grounds for an exclusion or suspension.
Student voice: Allow and encourage the student to give their version of events. The Headteacher will give the student an opportunity to present his or her case taking into account their age and understanding, before taking the decision to exclude or suspend unless it would not be appropriate to do so. Students who need support to express their views will be allowed support of an advocate, such as a parent/carer or social worker.
Vulnerable student: Find out whether the student comes into a category that is known to be a particularly vulnerable group (e.g., students with SEND, free school meal (FSM) students; looked after children; students with a social worker; certain ethnic groups; (for example traveller children) and consider whether all supportive and preventative strategies have been fully utilised.
SEND: Where a student has any SEND, the Headteacher will consider if any reasonable adjustments need to be made and use the Avoiding Exclusion Toolkit to ensure the student has been provided with adequate support and to consider whether any further support can be provided. The Headteacher will seek to understand the underlying cause of the behaviour and consider whether the student's SEND influenced their behaviour and if it did, whether it is still appropriate to issue the sanction or any sanction at all.
Social worker/VSH: Where a student has a social worker or a Virtual School Head (VSH) the Headteacher will ensure they and, as appropriate, any parent/carers; the Designated Safeguarding Lead; and the designated lead for Looked-After Children are involved as early as possible in relevant conversations.
Consider alternatives: Consider whether all relevant initial intervention strategies set out in the Behaviour in Schools guidance and alternative solutions have been explored, such as:

- For suspensions: detentions or other sanctions provided for in the school Behaviour & Ethos Policy
- For exclusions: off-site direction (for temporary placements) or managed moves (which are permanent and not used as trial placements)

When considering off-site direction, the school complies with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026 and has regard to the Arranging Alternative Provision- A Guide for Local Authorities and Schools.

Before directing a student off-site or agreeing a managed move, the school will:

- Ensure the student's views are sought and considered.
- Be able to evidence that appropriate interventions have already been implemented.
- Share relevant information with the receiving setting and the local authority (LA), including attainment data, risk assessments, and support strategies.

Where a managed move is being considered for a student with a social worker, the school will inform, at the earliest opportunity:

- The social worker
- The DSL
- Parents/carers (unless this would create a safeguarding risk)
- For looked after children: the virtual school head (VSH)

If it is decided that a managed move is in the student's best interests, the original school and new school will work together to make sure that any personal education plan (PEP) that the student has is reviewed and amended to reflect the move. The school can refer to the Alternative Provision Policy for further detail.

Mitigating circumstances: Take into account possible short-term mitigating circumstances such as bereavement, mental health issues etc.
Safeguarding: Consider whether there are any safeguarding concerns and whether the Designated Safeguarding Lead should be consulted.
Seek guidance as per the section on 'Authority to exclude' above.

Headteachers have access to a Pre-Exclusion Checklist to ensure all legal considerations have been made. The Headteacher will complete the Pre-Exclusion Checklist for each permanent exclusion or suspension that triggers a Governors Disciplinary Committee (GDC). The completed form will then be included in the GDC information pack.

The Headteacher will keep a written record of the actions taken including the signed statements of witnesses. Any exclusion of a student, even for short periods of time, will be formally recorded.

The Headteacher will not:

- exclude or suspend any student for non-disciplinary reasons
- use exclusion informally or unofficially, students will not be sent home to 'cool off' even with parent/carers' permission
- extend or 'convert' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Deciding whether to temporarily remove a student from the school site for safeguarding reasons

In exceptional circumstances, the Headteacher may decide to temporarily prevent a student from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds.

This measure will only be used when:

- It is necessary to separate students to ensure safety, and
- There is no reasonable alternative that would allow all students to remain on site

Decisions will be made on a case-by-case basis, led by the DSL or a DDSL taking a lead role and using their professional judgement. The school should seek support from other agencies, including Children's Social Care and/or the police, where required.

Where this measure is used, the school will:

- Inform parents/carers without delay, including the reason for the decision

- Notify the Trust Board, in accordance with the Trust's governance arrangements
- Ensure that appropriate education is provided during the period the student is unable to attend the school premises. Where the school or the student's parent/carer does not arrange this, the local authority must arrange education in accordance with its statutory duty
- Maintain appropriate safeguarding support and oversight for the student
- Keep the arrangement under regular review and end it as soon as it is safe and appropriate to do so.

Further details can be found in the Child Protection and Safeguarding Policy.

Behaviour related to a protected characteristic

We will take care to ensure that a decision to exclude or suspend does not involve any kind of discrimination as defined by the Equality Act 2010. We will not discriminate against students on the basis of protected characteristics, such as disability or race.

The school will make reasonable adjustments for managing behaviour which is related to a student's disability. Where permanent exclusion or suspension needs to be considered, the school will ensure that a student with a disability is able to present his or her case fully where the disability might hinder this.

We recognise that disruptive behaviour can be an indication of unmet needs. Where we have concerns about a student's behaviour, we will try to identify whether there are any causal factors and try to intervene early in order to reduce the need for a subsequent sanction. We will consider whether a multi-agency assessment that goes beyond a student's educational needs is required. Where a student has SEND or an EHC Plan and we have concerns about their behaviour, we will work in partnership with others to consider what additional support or alternative placement may be required. We will use the Avoiding Exclusions Toolkit to help avoid exclusions for students with SEND and help ensure these students are fully supported in school and in liaison with other agencies. We will also work proactively with parent/carers in supporting behaviour of students with additional needs.

Lunchtime suspensions

A suspension can be for parts of the school day. For example, students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period only, then back into school in the afternoon. In such cases the legal requirements in relation to suspensions, such as the Headteacher's duty to notify parent/carers, still apply. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a Governors Disciplinary Committee (GDC) meeting is triggered.

Action following any exclusion

Informing parent/carers (or the student if they are 18 or older)

The Headteacher will provide the following information to parent/carers of an excluded student (or the student if they are 18 or older), without delay (usually by phone initially and then followed up in a letter):

- 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.

- Information about parent/carers' right to make representations to the Resolution Team and how the student may be involved in this.
- Where there is a legal requirement for the Resolution Team to meet via a GDC to consider the reinstatement of a student, and that parent/carers have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

The Headteacher will also notify parent/carers **by the end of the afternoon session** on the day their child is suspended or permanently excluded:

- That for the first five school days of a suspension or permanent exclusion, or until the start date of any alternative provision where this is earlier, parent/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parent/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged to improve behaviour, the written notification will be sent as soon as practicable and no later than 2 school days before the placement begins. The written notification will include:

- The address at which the provision will take place.
- Any information required by the student to identify the person they should report to on the first day.
- The duration of the placement
- The reasons for, and objectives of, the placement and in relation to the educational provision:
    - Where 2 sessions per day are provided, what time the morning session starts, the afternoon session ends and the break between them starts and ends, or
    - Where a single session per day is provided, what time the session starts and ends

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

The Trust has provided template letters available for the Headteacher to communicate this information to parent/carers with further detail as to what must be included. This letter should be sent without delay.

If a student is issued with a further suspension or is subsequently permanently excluded, the Headteacher must inform parent/carers without delay and issue a new suspension or permanent exclusion letter to parent/carers.

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

Informing the Resolution Team

The Headteacher will immediately notify the Governance Team who will inform the Resolution Team of:

- a permanent exclusion
- a suspension which would bring the student's total number of school days of exclusion to more than 15 in a term (including 15.5 days)

- suspensions which would result in the student missing a public examination.

If requested to do so by parents/carers, the Headteacher will also need to alert the Governance Team to arrange a GDC panel to consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than five school days, but less than 16, in a single term.

Informing the Local Authority (LA)

The Headteacher 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 student lives outside the LA in which the school is located, the headteacher will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it.

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

As noted above, if a:

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

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

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

- They have decided to suspend or permanently exclude the student.
- 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 student's ability to sit a National Curriculum test or public exam (where relevant).

The social worker/VSH will be invited to any Governor Disciplinary Committee meeting regarding the suspension or permanent exclusion. This is so they can provide advice on how the student'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 student's welfare are taken into account.

Providing education during the suspension or exclusion

During the first five days of a suspension

During the first five days of a suspension, if the student is not attending alternative provision (AP), the Headteacher will take steps to ensure that achievable and accessible work is set and marked for

the student. Online pathways such as Google Classroom may be used for this. If the student has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the student is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this is not possible, the school will take reasonable steps to set and mark work for the student, including the use of online pathways.

For a suspension of more than five school days

For a suspension of more than five school days for a student of compulsory school age, the school will arrange suitable full-time education for the student to begin no later than the sixth day of the exclusion. However, the school will attempt to start this provision as soon as possible.

Where a student receives consecutive suspensions, these are regarded as a cumulative period of exclusion for the purposes of this duty. This means that if a student has more than five consecutive school days of exclusion, then education must be arranged for the sixth school day of exclusion, regardless of whether this is as a result of suspension or more than one suspension.

Provision does not have to be arranged for students in the final year of compulsory education who do not have any further public examinations to sit.

For permanent exclusions

The student's home LA has responsibility for arranging suitable full-time education for the student.

Reintegration

Reintegration strategy

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

Where necessary, the school will work with third-party organisations to identify whether the student 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:

- Maintaining regular contact during the suspension and welcoming the student back to school.
- Daily contact in school with a designated pastoral professional.
- Mentoring by a trusted adult or a local mentoring charity.
- Regular reviews with the student and parent/carers to praise progress being made and raise and address any concerns at an early stage.
- Informing the student, parent/carers, and staff of potential external support.

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

Reintegration meeting

The school will explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting, the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community.

The student, parent/carer, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parent/carer in the event that they cannot or do not attend.

This meeting will seek to establish practical ways in which further exclusion or suspension can be avoided and behaviour modified to acceptable standards in partnership between student, parent/carer, and school.

Cancelling an exclusion

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the GDC panel. Where there is a cancellation:

- The parent/carers, GDC panel and Local Authority will be notified without delay.
- Where relevant, any social worker and Virtual School Head will be notified without delay.
- The notification must provide the reason for the cancellation.
- Parent/carers will be offered the opportunity to meet with the Headteacher to discuss the cancellation.
- The Headteacher will report to the Anthem Community Council once per term on the number of cancellations; and
- The student 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 student 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.

Considering the reinstatement of a student (GDC panel)

Anthem Trustees have delegated responsibility for reviewing exclusions to the Resolution Team. The Resolution Team has established a Governors Disciplinary Committee (GDC) for this purpose.

The Governance Team will arrange a GDC panel to consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- the exclusion is permanent
- it is a suspension which would bring the student's total number of school days of exclusion to more than 15 (including 15.5 days) in a term
- it would result in a student missing a public examination.

If requested to do so by parent/carers, a GDC panel will consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than five school days, but less than 16, in a single term.

The GDC panel will consist of at least three Resolution Team Members. The panel members must be impartial and not be conflicted in taking a place on the GDC panel through, for example, a personal connection with the excluded student or his or her family.

Where an exclusion would result in a student missing a public examination or national curriculum test, a GDC panel will consider the reinstatement of the student, as far as reasonably practicable, before the date of the examination or test. If it is not practicable for a sufficient number of panel members to consider the decision before the examination or test, a smaller sub-committee may make the decision.

The GDC panel can either:

- decline to reinstate the student, or
- direct the reinstatement of the student immediately, or on a particular date.

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

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record.

The GDC will notify, in writing, the Headteacher, parent/carers (or the student if they are 18 or older), the LA (and where relevant the social worker and VSH) of its decision, along with reasons for its decision, without delay.

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

- The fact that it is permanent.
- Notice of parent/carers' right to ask for the decision to be reviewed by an independent review panel, and:
    - the date by which an application for an independent review must be made
    - the name and address to whom an application for a review should be submitted
    - that any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEND is considered to be relevant to the exclusion
    - that, regardless of whether the excluded student has recognised SEND, parent/carers have a right to require the school to appoint a SEND expert to attend the review
    - details of the role of the SEND expert and that there would be no cost to parent/carers for this appointment
    - that parent/carers must make clear if they wish for a SEND expert to be appointed in any application for a review
    - that parent/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parent/carers may also bring a friend to the review.
- That if parent/carers believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place.
- Availability of free and impartial advice.

The Trust has provided GDC panel members with template GDC response letters to ensure all of the required information is provided and explained clearly to parent/carers.

The GDC should set out the reasons for its decision in sufficient detail to enable all parties to understand why the decision was made.

Independent review panels

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

If parent/carers apply for an independent review, the Governance Team will arrange for an independent panel to review the decision of the GDC not to reinstate a permanently excluded student.

A panel of three or five members will be constituted with representatives from each of the categories below. Where a five-member panel is constituted, two members will come from the school governor category, and two members will come from the Headteacher category.

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

A person may not serve as a member of a review panel if they:

- Are a member/director of the Trust or Anthem Community Council Member of the excluding school.
- Are the Headteacher of the excluding school or have held this position in the past five years.
- Are an employee of the Trust, or the Anthem Community Council Member, of the excluding school (unless they are employed as a Headteacher at another school).
- Have, or at any time have had, any connection with the Trust, school, Anthem Community Council, parent/carers or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartially.
- Have not had the required training within the past two years.

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

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

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

School registers

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

- 15 school days have passed since the parent/carers were notified of the GDC's decision to not reinstate the student and no application has been made for an independent review panel, or

- the parent/carers have stated in writing that they will not be applying for an independent review panel.

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

While the student's name remains on the school's admission register, the student's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the student being registered at any other school) has been made for an excluded student and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another school or educational establishment, code D (dual registration) will be used.

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

A student will be registered at 1 school only. Where a managed move is agreed, the student's name will be removed from the admission register when the move becomes permanent. Where a student attends off-site provision, the original school retains responsibility for the student's registration unless and until a permanent move is agreed.

Reporting, monitoring and analysing suspensions and exclusions data

Suspension and exclusion data is recorded and regularly monitored and analysed at both school and Trust level. Further detail on this is set out within the School Behaviour & Ethos Policy.

Annex A: Summary of the Resolution Team's duties to review the Headteacher's exclusion decision

Conditions of exclusion	Resolution Teams duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous suspensions, will take the student's total number of days out of school above 15 (including 15.5 days) for a term
- It is a suspension or permanent exclusion that will result in the student missing a public exam or national curriculum test*

Yes

The Resolution Team must convene a meeting to consider reinstatement within 15 school days of receiving notice of the suspension or permanent exclusion.

*If the student will miss a public exam or national curriculum test, the Resolution Team must take reasonable steps to meet before the date of the examination. If this is not practical, the chair of the ACC may consider student's reinstatement alone.

No

Will the suspension(s) take the student's total number of school days out of school above five but less than 16 for the term?

Yes

No

The Resolution Team must consider any representations made by parent/carers but does not have the power to decide whether to reinstate the student.

Have the student's parent/carers requested a GDC meeting?

Yes

The Resolution Team must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

No

The Resolution Team is not required to consider the suspension and does not have the power to decide to reinstate the student.

- The ability for a chair to review in the case of public exams refers only to maintained schools.