



Exclusions Policy [School Name]

within the Bosco Catholic Education Trust

This policy is a framework and should be seen as a template for developing a policy that meets the needs and context of individual schools. Please review the template and amend it with information relevant to the individual school context and expectations of the relevant local authority.

Areas for attention/amendment are highlighted in yellow.

The Bosco Catholic Education Trust Board has approved this Policy framework.

Approved: December 2025	For Review: December 2027
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1. Bosco Catholic Education Trust Mission Statement

The Bosco Catholic Education Trust (“the Trust”) is a Christ-centred family of Catholic academies within the Diocese of Arundel and Brighton, working together as one body to provide an outstanding education for all. As Catholic schools, we endeavour to develop confident, compassionate and faithful young people. Through partnership, collaboration and mutual support, we seek to enable all those entrusted to our care to become the person God called them to be.

“Serve the Lord joyfully.”

2. Aims

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

Our school aims to:

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

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A note on off-rolling

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

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent 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 pupil.”

We will not suspend or exclude pupils unlawfully by directing them off-site or not allowing pupils 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 haven't met a specific condition, such as attending a reintegration meeting

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

3. Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education on exclusion from maintained schools and academies.

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

- [DfE Guidance, August 2024](#)
- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. In addition, the policy is based on:
- Part 7, Chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

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

4. Definitions

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

Permanent exclusion - when a pupil is removed from the school permanently and removed from the school roll. This is sometimes referred to as an 'exclusion'. **Please note that a permanent exclusion should not be issued without discussing it directly with the CEO or the Director of Secondary or Primary within the Trust.**

Off-site direction – when a Local Governing Committee of a maintained school requires a pupil to attend another education setting temporarily to improve their behaviour.

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

Managed move – when a pupil is transferred to another school for a fixed period to see if this can support a permanent move. All parties, including parents and the admission authority for the new school, should consent to a managed move before it occurs.

5. Roles and Responsibilities

The Headteacher

Deciding whether to suspend or exclude

Only the **Headteacher, or acting Headteacher**, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made regarding behaviour inside or outside of school. The Headteacher will use permanent exclusion only as a last resort and should explore alternatives before considering it. **Please note that a permanent exclusion should not be issued without discussing it directly with the CEO or the Director of Secondary or Primary within the Trust.**

A decision to suspend or exclude a pupil will be taken only:

- In response to severe or persistent breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEND)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker or is a looked-after child (CLA))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The Headteacher will consider the pupil's views, in light of their age and understanding, before deciding to suspend or exclude them unless it would not be appropriate.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The Headteacher will only decide after hearing from the pupil and will inform the pupil of how their views were taken into account when making the decision.

Informing parents

If a pupil is at risk of suspension or exclusion, the Headteacher will inform the parents as early as possible so that they can work together to consider the factors affecting the pupil's behaviour and what further support can be put in place to improve it.

If the Headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it without delay.

The parents will also be provided with the following information in writing without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the Local Governing Committee, and how the pupil may be involved in this
- How any representations should be made

- Where there is a legal requirement for the Local Governing Committee to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense), and to bring a friend

The Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded that:

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

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

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

Suppose the Headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the or permanent exclusion. In that case, they can provide the information later, without delay, no later than 48 hours before the provision is due to start.

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

Informing the Local Governing Committee

The Headteacher will, without delay, notify the Local Governing Committee of:

- Any permanent exclusion, including when a suspension is followed by a decision to exclude a pupil permanently
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

The Headteacher will notify the Local Governing Committee once per term of any other suspensions of which they have not yet been notified, as well as the number of suspensions and exclusions that have been cancelled, including the circumstances and reasons for the cancellation.

Under the **DfE statutory guidance (2024)**:

- **Permanent exclusions** always require a governing board meeting within **15 school days**.
- **Suspensions** have time limits for meetings **only if certain thresholds are met**:
 - If the suspension brings the total to **more than 15 school days in a term**, the governing board must meet within **15 school days**.
 - If the suspension is **more than 5 days but less than 16 days**, and parents **request a meeting**, the board must meet within **50 school days**.

- If the suspension would cause the pupil to miss a **public exam or National Curriculum test**, the board should meet **before the exam date if possible**.

Short suspensions (5 days or fewer):

The governing board **does not have to meet automatically**. They only need to consider any written representations from parents, but they are **not required to hold a meeting unless parents request one**.

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. This should be done on the same day or as soon as reasonably practicable.

The notification will include:

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

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

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

If a:

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

This is done to work together to consider what factors may be affecting the pupil's behaviour and what further support can be provided to improve it.

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

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

The social worker/VSH will be invited to any meeting of the Local Governing Committee regarding the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure that safeguarding needs and risks, and the pupil's welfare, are considered.

Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, provided the Local Governing Committee has not reviewed it. Where there is a cancellation:

- The parents, Local Governing Committee and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay

- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- As referred to above, the Headteacher will report the number of cancellations to the Local Governing Committee once per term.
- The pupil will be allowed back into school.

Providing education during the first five days of a suspension or permanent exclusion

During the first five days of a suspension, if the pupil is not attending an alternative (AP) provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways may be used for this. If the pupil has a special educational need or disability, the Headteacher will make reasonable adjustments to the provision where necessary.

If the pupil is looked after or has 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 isn't possible, the school will take reasonable steps to set and mark work for the pupil, including online pathways.

The Local Governing Committee

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to a sub-committee of the local governing committee. The local Governing sub-committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances. A financial adjustment would be made if reinstatement is not offered within 10 school days.

The Local Governing Committee will provide the Secretary of State with information about any suspensions or exclusions within the last 12 months within 14 days of receiving a request.

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

For secondary schools only:

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

Monitoring and analysing suspension and exclusion data

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

The Local Governing Committee will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening and ensure they are used only when necessary.
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils and why this is taking place

- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to ensure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

The Local Authority (LA)

- For permanent exclusions, the LA will arrange suitable full-time education to begin by the sixth school day after the first day of the exclusion.
- For pupils who are Looked-After Children or have social workers, the LA and the school will work together to arrange suitable full-time education from the first day of the exclusion.

6. Considering the Reinstatement of a Pupil

The local governing committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term or
- It would result in a pupil missing a public exam or National Curriculum test.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the local governing committee must consider any representations made by parents. However, arranging a meeting with parents is not required, and it cannot direct the Headteacher to reinstate the pupil.

Where the pupil has been suspended for more than five days but less than 16 days in a single term, and the parents make representations to the board, [the Local Governing Committee/name of committee of the Local Governing Committee] will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet, and the headteacher cannot be directed to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the local governing sub-committee will, as far as reasonably practicable, consider and decide on the pupil's reinstatement before the exam or test date. If this is not practicable, the local governing committee may consider suspending or permanently excluding the pupil and decide whether to reinstate the pupil.

The following parties will be invited to a meeting of the Local Governing Committee and allowed to make representations or share information:

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

The local governing committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. Remote access should be offered for this meeting. However, its decision will not be invalid simply because it was not made within these time limits.

The local governing sub-committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the local governing sub-committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence presented to the Local Governing Committee will decide whether or not a fact is true 'on the balance of probabilities'.

Minutes will be taken of the meeting, and the evidence considered will be recorded. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

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

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

Where an exclusion is permanent, and the local governing sub-committee has decided not to reinstate the pupil, the notification of the decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the Local Governing Committee's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- Any application should set out the grounds on which it is being made, and that, where appropriate, it should include a reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion.
- Regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Trust to appoint an SEN expert to advise the review panel.
- Details of the role of the SEN expert, and that there would be no cost to parents for this appointment
- Parents must clearly state in any application for a review whether they wish an SEN expert to be appointed.

- Parents may appoint someone to make written and/or oral representations to the panel at their own expense, and they may also bring a friend to the review.
- If parents believe that the permanent exclusion occurred as a result of unlawful 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 to the county court in the case of other forms of discrimination. Also, any claim of discrimination made under these routes should be lodged within six months of the date the discrimination is alleged to have occurred.

7. Independent Review

If parents apply for an independent review within the legal timeframe, the Trust will arrange for an independent panel to review the Local Governing Committee's decision not to reinstate a permanently excluded pupil. There should be a provision for remote access for the independent review panel.

Applications for an independent review must be made within 15 school days of the local governing subcommittee notifying the parents of its decision not to reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is formed, two members will come from the school governor category, and two from the Headteacher category. The required representation on the panel must be present at all times during the review process.

- 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
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last five years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the previous five years. A person may not serve as a member of a review panel if they:
 - Are a director of the Trust of the excluding school
 - Are the Headteacher of the excluding school, or have held this position in the last five years
 - Are an employee of the Trust or the Local Governing Committee 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, Local Governing Committee, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality.
- Have not had the required training within the last two years (see Appendix 1 for what training must cover)

The panel must consider the pupil's interests and circumstances, including the circumstances in which the pupil was permanently excluded. It must also consider the interests of other pupils and people working at the school.

Considering the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting, and the pupil should be able to make representations on their behalf, should they desire to.

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

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

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

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the Local Governing Committee's decision
- Recommend that the Local Governing Committee reconsider reinstatement
- Quash the Local Governing Committee's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

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

In deciding whether the decision was flawed and, therefore, whether to quash it or not reinstate it, the panel must only consider the evidence available to the Local Governing Committee at the time of making its decision. This includes any evidence that the panel considers would or should have been available to the Local Governing Committee and that it should have considered if it had acted reasonably.

If evidence is presented that the panel considers unreasonable to expect the Local Governing Committee to have been aware of at the time of its decision, the panel can consider it when deciding whether to recommend that the Local Governing Committee reconsider reinstatement.

A majority vote can decide the panel's decision. In the case of a tied decision, the chair has the casting vote.

Once the panel has decided, it will notify all parties in writing immediately.

This notification will include:

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

8. School Registers

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

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

Where an application for an independent review has been made within 15 school days, the Local Governing Committee will wait until that review has concluded before removing a pupil's name from the register.

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

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

9. Making a Return to the LA

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

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

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

10. Returning from a Suspension

Reintegration strategy

Following the suspension, the school will implement a strategy to help pupils reintegrate successfully into school life and full-time education.

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

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

Amend the list according to school practice:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Inform the pupil, parents, and staff of potential external support.

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

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

Reintegration Meetings

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting, the school will communicate to the pupil that they are getting a fresh start and that they are valued members of the school community. This should include an opportunity for reconciliation and being able to resolve any issues relating to the exclusion with other students or staff.

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

The meeting can proceed without the parents if they cannot or do not attend.

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

11. Monitoring Arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, trustees and other stakeholders on their perceptions and experiences

Senior leaders will analyse the data at the end of each term and report back to the Headteacher and the Local Governing Committee.

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

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

The school will use the results of this analysis to ensure it meets its duties under the Equality Act 2010. If this analysis identifies any patterns or disparities among groups of pupils, the school will review its policies to address them.

The Trust will work with its academies to consider this data and analyse whether there are patterns across the Trust. It recognises that the numbers in any one academy may be too low to allow for meaningful statistical analysis.

This policy will be reviewed every two years. At each review, the Trustees will approve it and share it with the Local Governing Committee.

12. Links with Other Policies

This exclusion policy is linked to our:

- Behaviour policy
- SEN policy

13. Independent Review Panel Training Requirements

The Bosco Catholic Education Trust will ensure that all panel members and clerks receive training within two years before the review date. This training will have covered:

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

14. Appendix 1 – Template Letter

Please adapt this documentation according to the models provided by each relevant local authority.

Private & Confidential

Dear (parent/carer name),

RE: (Name and DOB)

I am writing to inform you of my decision to suspend (name) for a set period of (#) days. This means that (his/her) will not be allowed in school for this period. This suspension begins on (date) and ends on (date).

I realise this suspension may be upsetting for you, but the decision to suspend (name) has not been taken lightly. (name) has been suspended for this set period because of (reason)

You must ensure that (name) is not present in a public place during school hours during this suspension between (date) and (date). You may receive a penalty notice from the local authority if (name) is present in a public place during school hours on the specified dates. If so, you will be asked to show reasonable justification.

We will set work for (name) to be completed on the day specified in the previous paragraph, as school days during the period of (his/her) suspension. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing board. (name) also has the right to be involved in this process. If you wish to make representations, please contact (clerk name) at (clerk email address) as soon as possible. Whilst the governing board has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability and you think disability discrimination has occurred, you have the right to appeal and/or make a claim to the First Tier Tribunal or a 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 alleged discrimination.

www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability

A reintegration and reconciliation meeting has been arranged for (date) at (time) with (name) and me. If this is not convenient, please get in touch with the school to arrange a suitable alternative date and time.

You have the right to see and have a copy of (name's) school record. Due to confidentiality restrictions, you must notify me in writing if you wish to receive a copy of the school record. I will happily provide you with a copy if you request it. There may be a charge for photocopying.

You may also find it helpful to contact the Coram Children's Legal Centre, which can provide legal information and representation on issues relating to children and young people. They can be contacted on 0345 345 4345 or at www.childrenslegalcentre.com. The advice line is open from 8 a.m. to 8 p.m., Monday through Friday.

Please see relevant links to local services which you may find helpful such as the West Sussex Ethnic Minority and Traveller Achievement Service (EMTAS) 033022 22111, West Sussex SEND Information, Advice and Support Service (SEND IAS) 033022 28555 or sendias@westsussex.gov.uk, the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk or Independent Parental Special Education Advice www.ipsea.org.uk.

A copy of the statutory guidance on exclusions from the Department for Education is available at www.gov.uk/government/publications/school-exclusion

You may wish to contact Pupil Entitlement: Fair Access, West Sussex County Council, Centenary House, Durrington Lane, Worthing, West Sussex, BN13 2QB, Tel. 033022 28918 / 033022 23166, who can provide advice.

(Name's) suspension expires on **(date)**, and we expect **(name)** to return to school on **(date)** at **(time)**. We look forward to meeting with you to support you and resolve these issues together.

Yours sincerely

(Headteacher's name)

Headteacher