



# **Suspension and Permanent Exclusion Policy**

Reviewed by:	GFM Board	Date:	16 November 2022
Maintained by:	Schools Executive	Next review due:	January 2025

## 1. Aims

GFM Schools aim to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by staff, parents, pupils and students
- pupils and students in GFM Schools are safe and happy
- pupils and students do not become NEET (not in education, employment or training)
- all suspensions and permanent exclusions are carried out lawfully.

## 2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil or student referral units \(PRUs\) in England](#).

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (pupils 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.

## 3. Definitions

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

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

Off-site direction – when a GFM school requires a pupil or student 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.

*To be greater and to aspire further*

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

For the purposes of suspensions, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

### **A note on off-rolling**

The GFM 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 pupil or student unlawfully by directing them off site, or not allowing them to attend a GFM School:

- Without following the statutory procedure or formally recording the event
- 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 a GFM School.

## **4. Roles and responsibilities**

### **4.1 The headteacher/executive headteacher**

#### **Deciding whether to suspend or exclude**

Only headteachers and executive headteachers, or those with expressed delegated authority can suspend or permanently exclude pupils and students from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of a GFM School. The headteacher/executive headteacher will only use permanent exclusion as a last resort.

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

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

- In response to serious or persistent breaches of the GFM Behaviour policy, **and**

*To be greater and to aspire further*

- If allowing the pupil or student to remain in school would seriously harm the education or welfare of others

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

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

The headteacher/executive headteacher will consider the views of the pupil or student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

A pupil or student who needs 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/executive headteacher will not reach their decision until they have heard from the pupil or student, and will inform the pupil or student of how their views were taken into account when making the decision.

## **Informing parents**

If a pupil or student is at risk of suspension or exclusion the headteacher/executive headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil or student's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a pupil or student, 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 trustees of the GFM board and how the pupil or student may be involved in this
- How any representations should be made
- Where there is a legal requirement for the trustees of the board to hold a meeting to consider the reinstatement of a pupil or student, and that parents (or the pupil or student if they are 18 years old)

*To be greater and to aspire further*

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 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents 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 or student needs in order to identify the person they should report to on the first day

If 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 suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

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

The law does not allow for extending a fixed-period suspension or 'converting' a fixed period suspension. In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

In cases where permanent exclusion is a potential, but not yet definite outcome, the GFM School will notify parents of a decision to issue a suspension for a proportionate period of not more than five school days while a thorough investigation takes place and all information and evidence is collated. If this investigation produces information that supports the case for permanent exclusion, the GFM School will notify parents by phone and in writing by the end of the fifth day.

## Informing the board of trustees

The headteacher or executive headteacher will immediately notify the board of trustees of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil or student;
- Any suspension or permanent exclusion which would result in the pupil or student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil or student missing a National Curriculum test or public exam

The headteacher/executive headteacher will notify the board of trustees once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

## Informing the local authority

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

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

If a:

- **pupil or student with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **pupil or student who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher/ executive headteacher will inform **the VSH** as early as possible
- This is in order to work together to consider what factors may be affecting the pupil or student's behaviour, and what further support can be put in place to improve the behaviour.

*To be greater and to aspire further*

- If the headteacher/executive headteacher decides to suspend or permanently exclude a pupil or student with a social worker / a pupil or student who is looked after, they will inform the pupil or student's social worker / the VSH, as appropriate, without delay, that:
- They have decided to suspend or permanently exclude the pupil or 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 pupil or student'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 board of trustees about the suspension or permanent exclusion. This is so they can provide advice on how the pupil or 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 pupil or student's welfare are taken into account.

### **Cancelling suspensions and permanent exclusions**

The headteacher/executive 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 board of trustees. Where there is a cancellation:

- The parents, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation
- As referred to above, the headteacher/ executive headteacher will report to the governing board once per term on the number of cancellations
- The pupil or student will be allowed back in a GFM School.

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

During the first 5 days of a suspension, if the pupil or student is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil or student. Online pathways such as Google Classroom or Oak Academy may be used for this. If the pupil or 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 pupil or student is looked after or if they have a social worker, the GFM 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 GFM School will take reasonable steps to set and mark work for the pupil or student, including the use of online pathways.

*To be greater and to aspire further*

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

For pupils or students who are in care or have social workers, the LA and the GFM School will work together to arrange suitable full-time education to begin from the first day of the exclusion.

## **4.2 The Board**

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

Responsibilities regarding suspensions and permanent exclusions are delegated to the pupil or student Discipline Committee composed of members of the board of trustees.

The pupil or student Discipline 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 or student in certain circumstances.

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

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

There is no requirement to arrange such a provision for pupils or students in their final year of compulsory education who do not have any further public exams to sit.

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

The board of trustees will challenge and evaluate the data on the GFM Schools' use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The board of trustees will consider:

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



*To be greater and to aspire further*

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

#### **4.3 The local authority (LA)**

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

For pupil or students who are in care or have social workers, the LA and the GFM Schools will work together to arrange suitable full-time education to begin from the first day of the exclusion.

#### **5. Considering the reinstatement of a pupil or student**

The pupil or student Discipline Committee (PDC) will consider the reinstatement of an excluded pupil or 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 pupil or student's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil or student missing a public examination or national curriculum test.

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

Where the pupil or student has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations, the PDC will consider and decide on the reinstatement of a suspended pupil or student 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 it cannot direct the headteacher to reinstate the pupil or student.

Where a suspension or permanent exclusion would result in a pupil or student missing a public exam or National Curriculum test, the PDC will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil or student before the date of the exam or test.

*To be greater and to aspire further*

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

- Parents, or the pupil or student if they are 18 or over (and, where requested, a representative or friend)
- The pupil or student, 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/executive headteacher
- The pupil or student's social worker, if they have one
- The VSH if the pupil or student is looked after.

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

The PDC can either:

- Decline to reinstate the pupil or student, or
- Direct the reinstatement of the pupil or student immediately, or on a specific date.

In reaching a decision, the PDC 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 or student and their peers
- Any evidence that was presented to the governing board

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',

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

The PDC will notify, in writing, the following stakeholders of its decision, along with the reasons for the decision, without delay.

- The parents, or the pupil or student, if they are 18 or older
- The headteacher/ executive headteacher
- The pupil or student's social worker, if they have one
- The VSH if the pupil or student is looked after

Suspension and permanent exclusion policy

Gosport and Fareham Multi-Academy Trust

*To be greater and to aspire further*

- The local authority
- The pupil or student's home authority, if it differs from the GFM school authority.

Where an exclusion is permanent and the PDC decided not to reinstate the pupil or student, the notification of 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 governing board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil or student's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil or student has recognised SEN, parents have a right to require the GFM 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
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has 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 the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

### **Excluding pupil or students with an Education, Health and Care Plan:**

Due to the vulnerability of students with an EHCP, these decisions will not be taken likely, however fixed term and permanent exclusions are still a viable option for Headteachers/ Executive headteachers.

Where a pupil or student receives regular fixed term exclusions (often for the same reason), the GFM will proactively work with the local authority in addressing any underlying needs and access relevant avenues for support.

In the first instance, the GFM School will liaise directly with the pupil or student's allocated SEN caseworker. Multi-agency meetings will allow the GFM School, parents, pupil or student and caseworker to work together in strategies to avoid further fixed term exclusions.

Suspension and permanent exclusion policy

Gosport and Fareham Multi-Academy Trust

In extreme and persistent circumstances, an emergency annual review may be called to discuss ongoing concerns and potential solutions. This may include stating that the GFM School can no longer meet the pupil or student's special educational needs and an alternative placement may need to be sought.

If a pupil or student with an EHCP is being considered for permanent exclusion then all other steps in this policy are applicable.

## **6. An independent review**

If parents apply for an independent review, the local authority will arrange for an independent panel to review the decision of the PDC not to reinstate a permanently excluded pupil or student.

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

The local authority must constitute an independent review of 3 to 5 members being either a lay member, Head Teacher, Governor of a Maintained School, member of a Pupil Referral Unit or Director of the Proprietor of an Academy. None of the members may be directly involved with the excluding school. The Local Authority will also appoint a clerk to the panel who will be able to advise the parties on the relevant law and procedure for review.

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

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

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

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

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

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

Suspension and permanent exclusion policy

Gosport and Fareham Multi-Academy Trust

*To be greater and to aspire further*

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

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

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

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

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

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

This notification will include:

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

## **7. A GFM School register**

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

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

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

While the pupil or student's name remains on the GFM School admission register, the pupil or student's attendance will still be recorded appropriately. Where alternative provision has been made for an

excluded pupil or student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

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

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

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

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

## **8. Returning from a fixed-term exclusion**

### **8.1 Reintegration strategy**

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

Where necessary, the GFM School will work with third-party organisations to identify whether the pupil or 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 or off-site direction and welcoming the pupil or student back to the GFM School
- Daily contact in the GFM School with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity

Suspension and permanent exclusion policy

Gosport and Fareham Multi-Academy Trust

*To be greater and to aspire further*

- Regular reviews with the pupil or student and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil or student, parents and staff of potential external support.

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

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

## **8.2 Reintegration meetings**

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

The pupil or student, parents, a member of the school leadership, and any other relevant staff will be invited to attend the meeting.

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

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

## **9. Monitoring arrangements**

The Executive lead for Inclusion will report on the number and type of exclusions each term to the board of trustees. They also liaise with the local authority to ensure suitable full-time education for an excluded pupil or student.

Leadership staff with overall responsibility for behaviour will review this policy once a year and share updates with the board of trustees.

GFM Schools will collect data on the following:

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

Suspension and permanent exclusion policy

Gosport and Fareham Multi-Academy Trust

*To be greater and to aspire further*

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

- School, phase and MAT level
- By age group
- By time of day/week/term
- By protected characteristic.

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

The GFM will work with all its schools to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any one school may be too low to allow for meaningful statistical analysis.

This policy will be reviewed by the Schools Executive every two years.

## **11. Links with other policies**

This exclusions policy is linked to our:

- Behaviour policy
- SEN policy and information report
- Safeguarding policy



## **Appendix 1: Independent review panel training**

The GFM must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

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