

Partney Church of England School

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.



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Review Date	By whom	Comments	Next Review
March 2020	Pupils and Curriculum	To update, including Ladder of behaviour intervention and Early Intervention contract and protocol	Spring 2022
November 2022	Pupils and curriculum	Updated to reflect further work on restorative practice and SEND	Spring 2024
October 2023	Pupils and Curriculum	Early update to reflect changes to guidance and terminology.	September 2024

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Pupil Exclusion Policy

Partney C of E Primary School believe that, in order to enable effective teaching and learning to take place, good behaviour and discipline in all aspects of school life are necessary. This policy sets out guidelines and circumstances under which a pupil may be suspended or permanently excluded from Partney C of E Primary School and applies to all pupils, including those who may be below compulsory school age.

Relationship to other policies

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

Guidance and legislation

This policy is drafted to be compliant with the [Exclusion from maintained schools, academies and pupil referral units in England](#) (September 2022) statutory guidance.

This policy contains a summary of the statutory guidance and is not intended to provide a full account of all the guidance content, which should be read alongside this policy.

The non-statutory government guidance [Behaviour in Schools](#) (September 2022) is also very relevant. This policy takes account of our public sector equality duty set out in section 149 of the Equality Act 2010.

In addition to the above, Partney C of E Primary School also works with the guidance provided by Lincolnshire County Council in the Lincolnshire Ladder of Behavioural Intervention. The Lincolnshire Ladder of Behavioural Intervention (LLBI) is underpinned by current statutory guidance on permanent exclusion to which schools must adhere:

The decision to permanently exclude a pupil, will only be used as a last resort and:

- In response to serious or persistent breaches of our school's Behaviour and Anti-Bullying Policy*
- If allowing the student to remain in the school would seriously harm the education or welfare of the pupil or others in the school.*

Partney C of E Primary School is fully committed to the Lincolnshire Ladder of Behavioural Intervention and all steps will be taken to prevent exclusion. The school will ensure early identification of social, emotional and behavioural needs and ensure pastoral support plans are built to meet need.

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.

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

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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 have not 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.

Roles and responsibilities

Suspensions and permanent exclusions can only be authorised by the Headteacher, or, in their absence, a senior member of staff to whom they have delegated the authority to exclude. Where the exclusion is to be permanent, the decision will need to be confirmed by the Headteacher in all cases.

Deciding whether to exclude a student

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

Our Behaviour Code and consequences are rooted in the Christian Values of compassion.

However, in the event of serious or persistent bad behaviour the Headteacher may after considering all options decide to suspend or exclude a pupil.

We believe pupil suspension is best defined as when a pupil is not allowed to attend school for either a fixed term or permanently. Pupil exclusion is a sanction that will be used only as a last resort, except when an immediate exclusion is the only appropriate action to take.

A pupil 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 pupil will only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; **and**
- where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision will always be:

- Lawful

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- Rational
- Reasonable
- Fair
- Proportionate

Partney C of E Primary School will not discriminate against children on the basis of disability, gender or race and gives careful consideration to the fair treatment of students from groups who may be vulnerable to exclusion.

The decision to exclude a pupil is a matter of judgement for the Headteacher, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on the school premises, during school visits, residential activities and travelling to and from the school that is in breach of the standards of behaviour expected by the school.

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's Behaviour Policy, the Headteacher may consider the behaviour of a pupil outside school as grounds for an exclusion.
- **Pupil voice:** Allow and encourage the pupil to give their version of events. The Headteacher will give the pupil an opportunity to present his or her case taking into account their age and understanding, before taking the decision to exclude unless it would not be appropriate to do so. Pupils who need support to express their views will be allowed support of an advocate, such as a parent or social worker.
- **Vulnerable pupil:** Find out whether the pupil comes into a category that is known to be a particularly vulnerable group (e.g., pupils with SEND, free school meal (FSM) pupils; looked after children; pupils 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 pupil has any SEND, the Headteacher will consider if any reasonable adjustments need to be made and ensure the pupil 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 pupil's SEND influenced their behaviour and if it did, whether it is still appropriate to issue the/a sanction.
- **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 parents/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, including an off-site direction or managed move.
- **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.

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- Consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example, members of the Governing Body's Discipline Committee;
- Establish the facts in relation to the exclusion, applying 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'.

Pupil's behaviour outside the school will be dealt with in the same way as behaviour inside the school, where it is considered that there is a clear link between the inappropriate behaviour outside the school, and maintaining good behaviour and discipline among pupils as a whole. Pupil behaviour in the immediate vicinity of the school or on the journey to and from the school may result in exclusion.

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

The Headteacher will not:

- exclude any pupil for non-disciplinary reasons
- use exclusion informally or unofficially, children will not be sent home to 'cool off' even with parents' 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.

Behaviour Related to a Protected Characteristic

We will take care to ensure that a decision to exclude does not involve any kind of discrimination as defined by the Equality Act 2010. We will not discriminate against pupils 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 pupil's disability. Where permanent exclusion or suspension needs to be considered, the school will ensure that a pupil 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 pupil'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 pupil's educational needs is required. Where a pupil 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 also work proactively with parents in supporting behaviour of pupils with additional needs.

Lunchtime Suspensions

Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. Any lunchtime suspension will be treated in the same way as any other

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suspension and parents will be informed in the same way. Lunchtime suspensions are treated as a half day for reporting purposes. Any pupil entitled to a free school meal will be offered a packed lunch.

Suspensions

The Headteacher may exclude a pupil for up to 45 days in any one academic year. Generally, suspensions will be for one to three days. No suspension will be given for an unspecified period of time.

A suspension does not have to be for a continuous period. In exceptional circumstances, where further evidence has come to light, a suspension may be extended or converted to a permanent exclusion.

A suspension, which does not bring the pupil's total number of days of exclusion to more than five in a term, will be considered by the Governing Body Disciplinary Committee at the request of a parent/carer; however, it cannot direct reinstatement and it is not required to arrange a meeting with parents/carers.

If a pupil is excluded for more than five days (but not more than 15) in a single term, the Governing Body will consider the reinstatement of the pupil, if requested to do so by the parent/carer, within 50 days of receiving the notice of the exclusion.

If a pupil is excluded for 15 days or more in one term (two modules), the Governing Body Disciplinary Committee will meet to consider the reinstatement of a pupil within 15 school days of receiving notice of the exclusion.

If, as a result of a suspension, the pupil will miss a National Curriculum test, the Governing Body Discipline Committee will meet to consider the exclusion before the date of the examination or test. If it is not possible for the Governing Body Disciplinary Committee to meet, the Chair of the Governing Body may consider the suspension independently and decide whether or not to reinstate the pupil.

Where a pupil has received multiple suspensions or is approaching the legal limit of 45 days, the Headteacher will consider whether suspension is providing an effective sanction.

Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

In exceptional circumstances, where a serious breach of the school's Behaviour and Discipline Policy has occurred, the Headteacher might consider it appropriate, having consulted with the local authority, to permanently exclude a student for a first or one off offence. Such circumstances might include:

- Where there has been serious actual or threatened violence against another student or member of staff;
- Sexual misconduct;
- Supplying an illegal drug, as defined within the Academy Drugs and Substance Abuse Policy;
- Carrying an offensive weapon;

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- Any severe form of bullying including racist or homophobic bullying; and/or
- Any action resulting in a serious health and safety issue.

In cases where a criminal offence has taken place, the police and, where appropriate, the Youth Offending Team, Social Services or any other outside agency involved with the student may be informed.

A Headteacher should, as far as possible, avoid excluding permanently any pupil with a statement of SEN or a 'Looked After Child'. Before making the decision to permanently exclude a pupil who is a 'Looked After Child' the Headteacher will discuss with the appropriate 'home' Local Authority Officer the availability of a suitable, alternative appropriate school or provision elsewhere. If the Headteacher decides to exclude a pupil permanently they will inform the Local Authority Exclusions Officer at the earliest possible opportunity. If the pupil lives outside the local authority area in which the school is located the Headteacher will also advise the pupil's 'home authority' of the exclusion without delay.

Action following any exclusion

Informing parents

The Headteacher will provide the following information to parents of an excluded pupil 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 parents' right to make representations to the Governing Body and how the pupil may be involved in this.
- Where there is a legal requirement for the Governing Body to meet to consider the reinstatement of a pupil, and that parents 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 parents 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, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. 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 when notifying parents of an exclusion:

- 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 required by the pupil to identify the person they should report to on the first day.

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Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, 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 an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

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

Informing the Governing Body

The Headteacher will immediately notify the Clerk to the Governing Body about:

- a permanent exclusion
- suspensions which would result in the pupil being excluded for more than five school days (or more than 10 lunchtimes) in a term
- suspensions which would result in the pupil missing a public examination or a national curriculum test

For all other exclusions, the Headteacher will notify the Governing Body once a term. The Headteacher will also report once a term the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation. See the section on monitoring and reporting below.

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 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)

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

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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 Governing Body about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Alternative Education

During the first five days of a suspension

During the first five days of a suspension, if the pupil is not attending alternative provision (AP), the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Google Classroom may be used for this. If the pupil 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 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 pupil, 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 pupil of compulsory school age, the school will arrange suitable full-time education for the pupil 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 child receives consecutive suspensions, these are regarded as a cumulative period of exclusion for the purposes of this duty. This means that if a child 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.

For permanent exclusions, the pupil's home LA has responsibility for arranging suitable full-time education for the pupil.

Reintegration

Reintegration strategy

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

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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:

- Maintaining regular contact during the suspension and welcoming the child 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 pupil and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the child, parents and staff of potential external support.

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

Reintegration meeting

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 a valued member of the school community.

The child, parents, a member of senior staff, 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.

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

Considering the reinstatement of a pupil

The Governors Disciplinary Committee (GDC) 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 days in a term, the GDC 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.

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the GDC 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

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representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a National Curriculum test, the GDC will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the test. If this is not practicable, the chair of the governing body (or the vice-chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

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

- Parents, (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
- A representative of the local authority

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

The GDC 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 GDC 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 that was presented to the governing board

They will decide whether or not a fact is true 'on the balance of probabilities'.

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

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

- The parents
- The headteacher
- The pupil's social worker, if they have one

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- 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 GDC has decided not to reinstate the pupil, 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's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Local Authority 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

Independent Review Panels

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

If parents apply for an independent review, the Clerk to the Governing Body will arrange for an independent panel to review the decision of the GDC not to reinstate a permanently excluded pupil.

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 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.

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

- Are a member of the local authority or 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 local authority, or the Governing Body, 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 Local Authority, school, Governing Body, 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 past two years.

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

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

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

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

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

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).

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

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

Partney Church of England School

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.



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

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

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

This notification will include:

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

School registers

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

- 15 school days have passed since the parents were notified of the GDC's decision to not 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, the Local Governing Body will wait until that review has concluded before removing a pupil's name from the register.

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.

Alternatives to exclusion

Partney C of E Primary School is committed to using exclusion only as a last resort. Alternatives will always be considered and may include:

- restorative justice processes;
- isolation; and/or
- a managed move, in line with the locally agreed protocol.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

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Curiosity Compassion Courage

Linked Policies

▪ Attendance	Complaints
▪ Home-School Agreement	Child Protection and Safeguarding
▪ Special Educational Needs & Disabilities	Behaviour