

# Forest Glade Primary School



## Suspension and Exclusion Policy 2024-2025

Date of Next Review September 2025

## Statement of intent

At Forest Glade Primary school, we are committed to providing the best educational experience we can for all pupils and understand that good behaviour and discipline is essential for promoting a high-quality education.

The school's ambition is to create high standards of behaviour so that our pupils are protected from disruption and can learn and thrive in a calm, orderly, safe, and supportive environment.

Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding pupils should only be used as a means of last resort.

The school has created this policy to clearly define the legal responsibilities of the headteacher, local governing committee and LA when responding to pupil suspensions and exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a pupil's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

**A "suspension"** is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

**An "exclusion"** is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

## Legal framework

The principal legislation to which this policy relates to:

- Education Act 1996
- Education Act 2002, as amended by the Education Act 2011
- Education and Inspections Act 2006
- 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
- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The European Convention on Human Rights (ECHR)

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2018) 'Mental health and behaviour in schools'

- DfE (2022) 'Consultation on Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (draft for consultation)

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Anti-bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy

### **Duties under the Education and Inspections Act 2006**

Under the Education and Inspections Act 2006, headteachers will determine measures to be taken with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

Suspensions and exclusions can be used to help achieve these aims when they are absolutely necessary.

### **Duties under the Equality Act 2010 and Children and Families Act 2014**

Under the Equality Act 2010 (the Equality Act), the schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage and the provision of auxiliary aids and services. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

## **The headteacher's power to suspend and exclude**

Only the headteacher has the power to suspend or exclude a pupil from the school, and is able to decide whether either a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds.

Pupils can be suspended on a fixed-period basis, for up to a maximum of 45 school days within a year, or permanently excluded. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a 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 suspension.

The headteacher is able to suspend pupils where their behaviour is disruptive during lunchtime. All lunchtime suspensions will be counted as half of a school day. The headteacher is also able to consider a pupil's disruptive behaviour outside of the school premises as grounds for suspension or exclusion, in line with the principles of administrative law.

The headteacher will apply the civil standard of proof when responding to the facts relating to a suspension or exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.

When sending a pupil home following any suspension or exclusion, the headteacher will ensure that they exercise their legal duty of care at all times and will always inform the parents.

Any decision made to suspend or exclude a pupil will be lawful, proportionate and fair, with respect to legislation relating directly to suspensions and exclusions and the school's wider legal duties, including the ECHR. At all times, the headteacher will consider their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds, e.g. race, sex, or disability, and will not increase the severity of a pupil's suspension or exclusion on these grounds.

### **Withdrawn exclusions**

Once a suspension has begun (that is, when the pupil is no longer attending school), the headteacher may not bring it to an end earlier than the end-date that was originally fixed, and the headteacher will not bring a permanent exclusion to an end after it has begun.

The headteacher will not issue any 'informal' or 'unofficial' suspensions or exclusions, e.g. sending a pupil home to 'cool off', regardless of whether the parents have agreed to this. The headteacher will not use the threat of suspension or exclusion as a means of instructing parents to remove their child from the premises.

All suspensions and exclusions will be formally recorded on the school's pupil information system.

### **Suspensions:**

- A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).
- A suspension can also be for parts of the school day e.g. behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Lunchtime suspensions are counted as half a school day.

- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.
- Where suspensions are becoming a regular occurrence for a pupil, the headteacher and school will consider whether suspension alone is an effective sanction for the students and whether appropriate strategies need to be put in place to address behaviour.
- During a suspension, the Headteacher will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension to ensure continuation of education.

### **Permanent exclusions**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

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

For any permanent exclusion, the headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying keyworkers (such as a pupil's social worker) will also be considered.

### **Grounds for suspension or exclusion**

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.

The following examples of behaviour may underline the school's decision to suspend or exclude a pupil:

- A single, serious and major incident, e.g. serious assault on another individual leading to injury.
- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation and gender reassignment.
- Abuse relating to disability.
- Constant disruption.

This list is non-exhaustive and is intended to offer examples

### **Factors to consider when suspending or excluding a pupil**

When considering the suspension or exclusion of a pupil, the headteacher will:

- Allow the pupil the opportunity to present their case once evidence has been collected.

- Consider any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the pupil has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess pupils who demonstrate consistently poor behaviour.

The headteacher will consider what extra support may be available for vulnerable pupil groups whose suspension and exclusion rates are higher, to reduce their risk of suspension or exclusion, including the following:

- LAC
- Pupils eligible for FSM
- Pupils with SEND

The headteacher will consider avoiding excluding LAC (CIOCs) those with SEMH issues or pupils with an EHC plan. Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the headteacher, who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities. The full assessment procedures are outlined in the school's Social, Emotional and Mental Health (SEMH) Policy.

Where SEND or SEMH issues are identified, a plan in the form of a structured conversation may be created using a graduated response. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the graduated response process, then suspension or exclusion may be considered. In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be suspended or excluded before the graduated response process has been completed.

The headteacher will work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.

#### **Re-integration after reinstatement or off-site direction**

Following all suspensions and a period of being educated off-site the school will: Arrange a re-

integration meeting between:

- Headteacher/SLT
- The pupils and parents

To ensure a successful return into mainstream school or other suitable provision. It is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a re-integration meeting.

The meeting will:

- Discuss reasons that led up to the sanction.
- Agree any in-school / external support for the pupil
- Record the outcomes on CPOMs
- Consider a Pastoral Support Plan

## **Preventative measure to school exclusion**

The headteacher may consider:

- Off-site direction or
- Managed moves

### **Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)**

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can in principle apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed.

The school will:

- engage proactively with parents in supporting the behaviour of pupils with additional needs.
- consider in partnership with others (and where relevant, the local authority) what additional support or alternative placement may be required if there are concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with additional needs, a disability or an EHC plan.
- contact the local authority, where a pupil has an EHC plan, about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude.
- review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required for those without an EHC plan. This may include requesting an EHC assessment or a review of the pupil's current package of support.

### **Pupils who have a social worker, including looked-after children, and previously looked-after children**

We acknowledge that for children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential.

Where a pupil has a social worker, and they are at risk of suspension or permanent exclusion, the headteacher will inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) will contact the local authority's Virtual School Head (VSH) as soon as possible. A meeting may be organised to consider what additional assessment and support needs to be put in place to help address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion.

All looked-after children (LAC) with a Personal Education Plan (PEP) will have this reviewed every term and any concerns about the pupil's behaviour will be recorded, as well as any support to improve their behaviour and reduce the likelihood of exclusion being necessary.

## Duty to inform parents

Following the headteacher's decision to suspend or exclude a pupil, they will immediately inform the parents, in person or by telephone, supported by email communication, of the period of the suspension, or permanency of the exclusion, and the reasons behind this.

The headteacher will no later than 3 days inform the parents in writing (or electronically if written permission has been received from the parents for notices to be sent this way) of the following:

- The reasons for the suspension or exclusion.
- The period of a suspension or, for a permanent exclusion, the fact that it is permanent.
- Parents' right to make representations about the suspension or permanent exclusion to the LGC and how the pupil may be involved in this;
- How any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a pupil if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
- The arrangements that have been made for the pupil to continue their education prior to the organisation of any alternative provision, or the pupil's return to school.
- Relevant sources of free, impartial information.

Where the pupil is of compulsory school age, the headteacher will inform the parents by the end of the afternoon session that for the first five days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents may receive a penalty fine if they fail to do so.

Where the headteacher has arranged alternative provision, they will also inform the parents of the following:

- The start date for any provision of full-time education that has been arranged for the child during the suspension or permanent exclusion;
- 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; and
- any information required by the pupil to identify the person they should report to on the first day.

Where the headteacher is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within 48 hours of the pupil beginning the provision. If the alternative provision is due to begin before the sixth day of the suspension or exclusion, the headteacher is able to give less than 48 hours of notice, with parental consent.

If the headteacher has decided to suspend the pupil for a further fixed period following their original suspension, or to permanently exclude them, they will notify the parents without delay and issue a new suspension or exclusion notice to parents.



When informing parents about an exclusion this will either be in person in the first instance or if not available by email or text message, to give the notice directly to the parents, or sending the information home with the suspended or permanently excluded pupil telephone in the first instance as this would give the parents an opportunity to ask any initial questions or raise concerns directly with the headteacher. The school will give sufficient details about the incident and sanction and that everything will be followed up in a letter. If the pupils has had several suspensions within the term, the parents will be informed of their right of representation to the LGC.

**Informing social workers and Virtual School Heads about an exclusion** Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, and no later than three days after their decision, also notify the social worker, if a pupil has one, and the VSH

### **Duty to inform the Local Governing Body and Local Authority**

The headteacher will inform the responsible governor and the Local Authority, without delay, of the following:

- Any permanent exclusions (including where a suspension is followed by a decision to permanently exclude the pupil).
- Any suspensions which would result in the pupil being suspended for more than 5 school days in a term (or more than 10 lunchtimes).
- Any suspensions or exclusions which would result in the pupil being absent from an examination or national curriculum test.

For any suspensions and exclusions, other than those above, the headteacher will notify the LGB and LA once per term. All notifications to the LGC and Local Authority will include the reasons for suspension or exclusion and the duration of any suspension.

If a pupil who is suspended or excluded lives outside the LA in which the school is located, the headteacher will notify the pupil's 'home authority'.

## **Arranging education for suspended and excluded pupils**

For a suspension of more than five school days we will arrange suitable full-time education for any pupil of compulsory school age. Where a pupil receives consecutive suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension. For exclusions, full-time education will be provided for the pupil from the sixth day of exclusion.

The LGB is aware that it is beneficial for suspended and excluded pupils to begin their alternative education arrangements before the sixth day of suspension or exclusion and will attempt to arrange alternative provision before the sixth day. Where it is not possible to arrange alternative provision during the first five days, the school will ensure that they take reasonable steps to set and mark work for the pupil.

The LGB will ensure that there are clear processes in place to comply with its legal duty to arrange suitable full-time educational provision, that attendance and behaviour is monitored (entering the correct code) and relevant safeguarding information is shared.

If a pupil with SEND has been suspended or excluded, the LGB will ensure that:

- Any alternative provision is arranged in consultation with the pupil's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed or the pupil's needs are reassessed, in consultation with the pupil's parents.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place

### **The Local Governing Body duty to consider an exclusion**

In Forest Glade Primary School, the local governing body will consider any representations made by parents regarding suspensions and exclusions.

Parents and, where requested, a friend or representative, the headteacher, and a member of the LA will be invited to attend any consideration of suspensions and exclusions and will be able to make representations. Any meeting to consider reinstatement of a pupil will be arranged at a date and time convenient for all parties, and in compliance with any statutory time limits.

The local governing body will consider the reinstatement of a suspended or excluded pupil, where:

- The exclusion is permanent.
- The suspension is fixed-period, and would bring the pupil's total number of suspended school days to more than 15 in any given term.
- The suspension or exclusion would result in the pupil missing a public examination.

In the case of a suspension where the pupil's total number of suspended days is more than 5 but less than 15 school days within a term, if requested by the parents, the governing board will consider suspensions within 50 school days of receiving notification. Where the pupil's total number of suspended school days does not amount to more than 5, in the absence of any such representations, the governing board is not required to meet and cannot direct the reinstatement of the pupil.

Where suspension or exclusion would result in a pupil missing a public examination, the LGB will consider the suspension or exclusion before the test to decide whether the pupil should be reinstated in time to take the examination.

If it is not practicable for a sufficient number of governors to consider the decision before the examination, a smaller sub-committee will consider the suspension or exclusion and decide whether or not to reinstate the pupil. The governing body will also consider whether it would be appropriate to allow the suspended or excluded pupil to enter the premises to take the examination.

The following parties must be invited to a meeting of the LGB and allowed to make representations or share information:

- parents (and, where requested, a representative or friend);
- the headteacher;
- a representative of the local authority
- the child's social worker if the pupil has one; and
- the VSH if the child is LAC.

When considering the reinstatement of a pupil, the governing board will:

- Only discuss the suspension or exclusion with the parties present at the meeting.
- Ask for any written evidence prior to the meeting.
- Circulate any written evidence and information to all parties, at least five school days in advance of the meeting.
- Ask for any written evidence in advance of the meeting, including witness statements and other relevant information held by the school such as those relating to a pupil's SEN and the pupil's school record
- Allow pupils and parents to be accompanied by a person of their choice to the meeting.
- Consider what reasonable adjustments need to be made to support the attendance and contribution of parties at the meeting.
- Identify the steps needed to enable and encourage the suspended or excluded pupil to attend the meeting and speak on their behalf, or how they may contribute personal views by other means if attendance is not possible.
- Consider the interests and circumstances of the pupil, including the grounds for suspension or exclusion.

### **Reaching a decision**

After considering suspensions and exclusions, the governing board will either:

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

If reinstatement would make no practical difference, e.g. if the pupil has already returned to school following a suspension or the parents make clear they do not want their child reinstated, the LGB will still consider whether the pupil should be officially reinstated, and whether the headteacher's decision to suspend or exclude the pupil was fair, lawful and proportionate, based on the evidence presented.

The governing committee will apply the civil standard of proof when responding to the acts relating to a suspension or exclusion, i.e. that on the 'balance of probabilities' it is more likely than not that the facts are true.

To reach a decision, the Local Governing Body will:

- Identify the steps they intend to take to ensure that all parties involved will have the opportunity to participate and present their views.
- Ensure that minutes are taken of the meeting as a record of the evidence that was considered.
- Ask all parties to withdraw from the meeting before concluding their decision.
- Consider whether the suspension or exclusion of the pupil was lawful, proportionate and fair, taking into account the headteacher's legal duties and any evidence that was presented to the governing board in relation to the decision.
- Record the outcome of the decision on the pupil's educational records, along with copies, which will be kept for at least six months.
- Make a note of their findings, where they have considered a suspension or exclusion but cannot reinstate the pupil.

### **Social workers and Virtual School Heads on attending the governor meeting**

Social workers can:

- provide important information that helps the governing board understand the experiences of a pupil and their welfare.
- helping to identify how the pupil's circumstances may have influenced the circumstances of the pupil's suspension or permanent exclusion and ensuring that safeguarding needs and risks and the child's welfare are taken into account.

Virtual School Heads

- should, as far as possible, attend the governing board meeting to share information, where the pupil is a looked-after child.
- assisting the governing board to understand the pupil's background and circumstances.
- advise the board on the possible contribution that the pupil's circumstances could have made to the suspension or permanent exclusion.

### **Notification of considered suspensions and exclusions**

The LGB will notify the parents of the suspended or excluded pupil, the headteacher, and the Local Authority of their decision following the consideration of a suspension or exclusion, in writing and without delay.

In the case of exclusion, where the LGB decides not to reinstate the pupil, they will notify the parents:

- That the exclusion is permanent.
- Of their right for it to be reviewed by an independent review panel.
- Of the date by which an application for review must be made.
- Of the name and address of whom the review application should be submitted to.
- That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how a pupil's SEND is considered relevant to the exclusion.
- That, regardless of whether a pupil has been identified as having SEND, the parents have a right to require the governing board to ensure a SEND expert attends the review.
- Of the role of the SEND expert that will attend the review, and that the parents will not be charged for this.

- That they are required to make it clear if they wish for a SEND expert to attend the review.
- That they may appoint someone at their own expense to make representations to the panel.

The Local Governing Body will also notify parents that, if they believe a suspension or exclusion has been issued as a result of discrimination, then they are required to make a claim under the Equality Act 2010 to the First-tier Tribunal (SEND), and that this should be within six months of when the discrimination allegedly took place.

After any conclusion, the governing board will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

### **Removing excluded pupils from the school register**

The headteacher will remove pupils from the school register if:

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

If an application for an independent panel review has been made within 15 school days, the headteacher will wait until the review has been determined, or abandoned, and until the governing board has completed any reconsideration that the panel recommended or directed it to carry out, before removing the pupil from the school register.

If a pupil's name is to be removed from the register, the headteacher will make a return to the Local Authority, which will include:

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

Any return to the Local Authority, will be made as soon as the grounds for removal are met and no later than the date in which the pupil's name was removed.

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

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

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

### **Criminal investigations**

The headteacher will not postpone taking a decision to suspend or exclude a pupil due to a police investigation being underway, or any criminal proceedings that are in place.

Particular consideration will be given by the headteacher when deciding to suspend or exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

If the governing body is required to consider the headteacher's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available

### **Training requirements**

The LA will ensure that all independent review panel members and clerks have received training within the two years prior to the date of the review. Training will cover:

- The requirements of the legislation, regulations and statutory guidance governing suspensions and exclusions.
- 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 and the need to act in a manner compatible with human rights protected by that Act.

Clerks will also have an up-to-date understanding on developments in case law which are relevant to suspension and exclusion.

### **Monitoring and review**

This policy will be reviewed annually by the Headteacher in conjunction with the local governing committee. The next scheduled review date for this policy is January 2024.