

Manor Hall Academy Trust



Suspension and Exclusion Policy

Responsibility for monitoring and reviewing this policy lies with the Chief Business Development Officer. A review of this policy and recommendations for change should be presented to the Directors of the trust for verifications.

The Directors of the trust, in line with the Scheme of Delegation and Articles of Association have overall responsibility for the effective operation of MAT policies, but has delegated day to day responsibility to the Chief Executive Officer.

Directors will take account of recommendations from the Central MHAT team in review of this policy and seek HR advice as to such revisions.

Date	Version	Change	Origin of Change	Changed by
12/2/21	1	Addition of Exclusion example letters and notification to the CEO (section 3)	HAB	CSBO
Autumn	2	To make changes following the issuing of new guidance from DfE (sections 4.1, 4.2 and 6b and 6c)	New Guidance	J Plant – Information, Governance and Compliance Officer

MANOR HALL ACADEMY TRUST

Suspension and Exclusion Policy

Contents

Manor Hall Academy Trust.....	1
Suspension and Exclusion Policy.....	1
1. Aims.....	3
2. Legislation and statutory guidance	3
3. The decision to suspend or exclude a pupil	3
4. Off-rolling and unlawful exclusions or suspensions	4
5. Definition of the School Day	4
6. Roles and responsibilities	5
7. Suspending and excluding children with social workers or looked after/previously looked after... 7	
8. Considering the reinstatement of a pupil	7
9. An independent review	9
10. Providing education during the first 5 days of suspension or exclusion.....	11
11. Using off-site direction and managed moves.....	11
12. School registers.....	12
13. Returning from a suspension	13
13.1 Reintegration strategy	13
14. Monitoring arrangements	13
15. The Governing Board’s role in monitoring pupil moves	14
16. Links with other policies	14

1. Aims

1.1 Manor Hall Academy Trust's (MHAT) aims to ensure that:

- The suspension and exclusion process are applied fairly and consistently
- The suspension and exclusion process are understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

2. Legislation and statutory guidance

2.1 This policy is based on the following:

- a) on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.
- b) It is based on the following legislation, which outline schools' powers to exclude pupils:
 - Section 52 of the Education Act 2002, as amended by the Education Act 2011
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
 - Sections 64-68 of the School Standards and Framework Act 1998
- c) In addition, the policy is based on:
 - Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
 - Section 579 of the Education Act 1996, which defines 'school day'
- d) 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
- e) Suspension and Exclusion for maintained schools, academies and pupil referral units in England, including pupil movement

2.2 Academies, including free schools, if applicable, add/amend: This policy complies with our funding agreement and articles of association.

3. The decision to suspend or exclude a pupil

3.1 Only the headteacher, or acting headteacher, can suspend or exclude a pupil from school. An exclusion will be taken as a last resort.

3.2 If a pupil is suspended or excluded for 6 or more days, then the Headteacher must also notify the CEO of Manor Hall Academy Trust.

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

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

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

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

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or exclusion were provoked
- Allow the pupil to give their version of events before a decision to suspend or exclude.
- The pupil should be informed about how their views will be used into the decision that is made. Where it is required, the pupil should be provided with support in order to express their views. This support could be from their parents or carers or via their social worker.
- The headteacher should also take into account any contributing factors identified after an incident of misbehaviour and they should consider paragraph 45 of the Behaviour in Schools Guidance¹

4. Off-rolling and unlawful exclusions or suspensions

The Trust are aware that the following should not be used:

4.1 Off-Rolling

Off-rolling is a form of unlawful exclusion in which the child's name is removed from the register and this can include using "undue influence" over a parent to:

- Remove their child under the threat of exclusion
- Encourage them to choose elective home education or find another school place for their child

4.2 Unlawful suspension and exclusions

Unlawful suspensions and exclusions include directing a pupil off-site or not allowing them to attend; examples include

- Without following the statutory procedure or without formally recording the event, e.g. sending them home to cool off
- The child has a special educational need or disability ("SEND") that the school feels unable to support
- The child has a poor academic performance
- The child has not met a specific condition, such as attending a reintegration meeting.

Ofsted will consider any evidence of off-rolling and is likely to judge a school as inadequate where it appears:

- Pupils have left the school without formal processes
- Parents have been encouraged to remove their children
- School leaders haven't taken sufficient action to address concerns over unlawful exclusions and off-rolling.

5. Definition of the School Day

5.1 For the purposes of suspension and exclusions, 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.

¹ [Paragraph 45 of the Guidance Document – Behaviour in Schools July 2022](#)

6. Roles and responsibilities

6.1 The headteacher

a) Informing the Parents or Guardians

If a pupil is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, 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.

The headteacher will immediately provide the following information, in writing, to the parents or guardian of an excluded pupil:

- The reason(s) for the suspension or exclusion
- The length of a suspension or, for an exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this. In addition, how any representations should be made.
- Where there is a legal requirement for the governing board 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 excluded that for the first 5 school days of a suspension or 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 a suspension or 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

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.

b) Informing the governing board

The headteacher will immediately notify the governing board:

- An exclusion, including when a suspension is made into an exclusion
- Suspension or exclusions which would result in the pupil being suspended excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Suspensions or exclusions which would result in the pupil missing a public examination
- All cancelled suspensions and exclusions (also on a termly basis as part of the exclusions data).

c) Informing the LA

The headteacher will immediately notify the governing board:

- All suspensions and exclusions, regardless of length
- All cancelled suspensions and exclusions
- For exclusions, if the pupil lives outside of the school's LA, also inform the pupil's LA.

d) Informing the pupil's social worker, if they have one:

The headteacher will immediately notify, if they have one, the pupil's social worker:

- a) All suspensions and exclusions
- b) Any cancelled suspensions and exclusions

e) The virtual school head ("VSH") and if the child is a Looked After Child ("LAC")

The headteacher will immediately notify, if they are a LAC, the VSH:

- a) All suspensions and exclusions
- b) Any cancelled suspensions and exclusions

6.2 The Local Advisory Board

- a) Responsibilities regarding suspension and exclusions is delegated to LABs.
- b) The LAB has a duty to consider the reinstatement of a suspended or excluded pupil (see section 6).
- c) Provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.

6.3 The LA

- For exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

6.4 The VSH

- For any suspension or exclusions they must be invited to participate in any governing board meetings and independent review panels. They should be, as far as possible involved in the review of exclusions. They can play a role in in cases LAC and previously LAC to provide information on the child's background.

6.5 The Social Workers

- For any suspension or exclusions they must be invited to participate in any governing board meetings and independent review panels. They should be, as far as possible involved in the review of exclusions. They can also act as the pupil's advocate and raise points out the pupil's welfare and ensure that their needs are taken into account.

6.6 Role of the Designated Safeguarding Lead (“DSL”)

a. In cases involving child on child abuse

The DSL may commence a safeguarding investigation which would run in parallel to the discussions concerning suspension or excluding a pupil. The school should remain focused on safeguarding and promoting the welfare of students and providing a suitable education.

b. Where a pupil is excluded

The DSL is responsible for transferring the pupil’s child protection file to their new school. This should be completed within 5 days of an in-year transfer or within 5 days of a new term. This should be communicated separately from the main pupil file. The DSL of the new school should be made aware of this file

7. Suspending and excluding children with social workers or looked after/previously looked after

7.1 The Trust is aware that of some students have a social worker attached to them and that school provides both opportunities and protection. However, the Trust is also aware that schools should be calm and safe environments for all pupils and staff. Therefore, where a child who has a social worker attached is at risk of suspension or exclusion, the Headteacher should contact the social worker, the DSL and the child’s parents as soon as possible to attempt to involve them and attempt to put in measures to avoid a suspension or exclusion.

7.2 Where a looked after child is likely to be the subject of a suspension or exclusion, the Designated Teacher (“DT”) should contact the VSH as soon as possible. The DT and VSH and other relevant persons should work together to put in place additional assessments and actions to help the school address the pupil’s behaviour so to avoid the need for suspension or exclusion. Where needed you should also engage with a child’s social worker, foster carers or children’s home workers.

7.3 The Personal Education Plan (“PEP”) should be reviewed every term and concerns about behaviour and how the pupil is being supported should be included in this.

7.4 Where previously looked after students who face the risk of suspension or exclusion, the schools should liaise with parents at the DT. The schools can also seek the advice of the VSH for advice.

8. Considering the reinstatement of a pupil

8.1 The LAB will consider the reinstatement of a suspended or 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 school days of suspension to more than 15 in a term
- It would result in a pupil missing a public examination
- If requested to do so by parents, the LAB will consider the reinstatement of a suspended or excluded pupil within 50 school days of receiving notice of the suspension or exclusion if the pupil would be suspended or excluded from school for more than 5 school days, but less than 15, in a single term.

- 8.2 Maintained school: Where a suspension or exclusion would result in a pupil missing a public examination, the LAB will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the pupil.
- 8.3 For all of the MHATs schools: Where a suspension or exclusion would result in a pupil missing a public examination, the LAB will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the LAB will consider the exclusion and decide whether or not to reinstate the pupil.
- 8.4 The following parties will be invited to a meeting of the LAB and they will be allowed to make representations or share information:
- 8.5 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 if they are 18 or over (and, where requested, a representative or friend)
 - The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
 - The headteacher
 - The pupil's social worker, if they have one
 - The VSH, if the pupil is looked after
 - PRU schools only: A representative of the local authority
- 8.6 The governing board will try to arrange the meeting within the 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.
- 8.7 The LAB can either:
- Decline to reinstate the pupil, or
 - Direct the reinstatement of the pupil immediately, or on a particular date
- 8.8 In reaching a decision, the LAB will consider whether the exclusion was lawful, reasonable and procedurally fair; whether the headteacher followed their legal duties; the welfare and safeguarding of the pupil and their peers and any evidence that was presented.
- 8.9 They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.
- 8.10 Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.
- 8.11 The LAB will notify, in writing, the headteacher, parents, the pupil (if they are over 18), the pupil's social worker or VSH (if applicable) the pupils home authority if it differs from the school and the LA of its decision, along with reasons for its decision, without delay.
- 8.12 Where an exclusion is permanent, the LAB's decision will also include the following:

- a) The fact that it is permanent
- b) Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - o The date by which an application for an independent review must be made
 - o The name and address to whom an application for a review should be submitted
 - o 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
 - o That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the academy trust to appoint an SEN expert to advise the review panel
 - o Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - o That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - o 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

8.13 That if parents believe that the suspend or an exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

9. An independent review

9.1 If parents apply for an independent review, MHAT will arrange for an independent panel to review the decision of the governing board not to reinstate an excluded pupil or to consider representations about a suspension of a pupil.

9.2 The following persons should be invited to the meeting:

- Parents (where requested a friend or representative)
- The headteacher
- A representative of the LA (in the case of a Pupil Referral Unit)
- The pupil (if they are 18 or older)
- The child's social worker
- The VSH if the child is a LAC.

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

9.4 A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 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 last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

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

- Are a member/director of MHAT, or governing board of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of MHAT, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with MHAT, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

9.5 A clerk will be appointed to the panel.

9.6 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.

9.7 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. Boards should consider the representations that are made by the parents. There is no deadline for the meeting to take place but it should be arranged within a reasonable amount of time. In addition, if there are no representations made by the parents at this meeting, the board can still consider reinstatement

9.8 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.

9.9 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.

9.10 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.

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

- 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)

- 9.12 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.
- 9.13 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.
- 9.14 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.
- 9.15 The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.
- 9.16 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
- 9.17 The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

10. Providing education during the first 5 days of suspension or exclusion

10.1 The Trust will endeavour to ensure that pupils receive their education and the Headteacher should take steps to ensure that work is set and then marked during the first five days of a suspension. Schools can utilise online pathways such as Google Classroom or Oak National Academy. Please note that our responsibilities for pupils, where there is a SEND need remain in force and the Trust will need to ensure that all reasonable adjustments are made so that the child can access their education

11. Using off-site direction and managed moves

11.1 The Trust encourages and expects its schools to work with high quality alternative provision ("AP") in a way to effectively manage behaviour and prevent exclusion. Any move to an AP, whether it is on a permanent or temporary basis should be made with the child in mind and be the best place to support the child's behaviour as well as any SEND or health needs. Governing boards must ensure that they have regard to the statutory guidance². There is also an emphasis that the child continues to receive a broad and balanced curriculum that will support reintegration

² [Alternative Provision – Statutory guidance for local authorities](#)

11.2 Before a pupil is moved to AP, the following should be defined and agreed:

- The nature of the intervention
- The objective
- The timeline for meeting these objectives

11.3 Off-site direction

a) The Trust can arrange off-site provision which would require a pupil attends another education setting to improve their behaviour.

b) During the period of off-site direction:

- The pupil might be in AP on a part-time schedule with continued mainstream schooling, or full-time for a limited period
- The pupil must be dual registered
- The governing board must keep the placement under regular review.

12. School registers

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

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

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

12.3 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.

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

12.5 Making a return to the LA

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

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil 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 will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

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

13. Returning from a suspension

13.1 Reintegration strategy

13.2 Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

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

- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal isolation
- Informing the pupil, parents and staff of potential external support
- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil 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

13.4 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, parents, and other relevant parties.

13.5 Reintegration meetings

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

14. Monitoring arrangements

14.1 The school will collect data on the following:

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

14.2 The data will be analysed every two years by the Chief Business Development Officer and they will report back to the LAB .

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

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

14.4 The school 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 are identified by this analysis, the school will review its policies in order to tackle it.

14.5 The multi-academy trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

14.6 This policy will be reviewed by the Chief Business Development Officer every 2 years. At every review the Head Teachers Advisory Board, Directors and CEO will be consulted with. The Headteacher monitors the number of suspensions or exclusions as well as attendance every term and reports back to the LAB, who in turn report to the MHAT. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

14.7 This policy will be reviewed by the Chief Business Development Officer every 2 years. At every review the Head Teachers Advisory Board, Directors and CEO will be consulted with.

15. The Governing Board's role in monitoring pupil moves

15.1 The Trust's governing boards should have already been reviewing, evaluating and challenging what their school's data is telling them about their academy trust. Further, boards should carefully consider the level of pupil moves and the characteristics of pupils who are moving on via an exclusion to ensure that the sanction is used, when necessary, as a last resort.

15.2 Governing boards should review suspension and exclusions, those taken off roll and those on roll but attending education on site. This is because it is important to consider both the cost implications of directing children to be educated off-site in AP, and whether there is any pattern or reasons or timing of moves.

15.3 As a trust we should consider the information concerning exclusions to determine whether there are any patterns across the academies.

16. Links with other policies

16.1 This exclusions policy is linked to the schools

- Behaviour policy