



Maharishi School

CONSCIOUSNESS-BASED EDUCATION

Suspension and Exclusion policy 2026-2027

Date last reviewed: July 2026

Date of next review: July 2027

Reviewed by	Lisa Edwards Headteacher
Reviewed by	Dr. Ian Birnbaum Chair of Governors

Statement of intent

Maharishi School promotes and supports 'ideal behaviour' expressed through actions which express inner values in terms of outer values. According to Maharishi Mahesh Yogi, the purpose of life is 'the expansion of happiness'; ideal behaviour is, therefore, behaviour which enables the expansion of happiness for both the individual and the relevant social groups. Ideal behaviour is, first and foremost, promoted and supported through culturing ideal behaviour (see Enabling Good Behaviour policy).

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 and the governing body 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.

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 Enabling Good 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.

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1. Legal framework	This policy has due regard to all relevant legislation including, but not limited to, the following: • Education Act 1996 • Education Act 2002 • Education and Inspections Act 2006 • The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 • Equality Act 2010 • The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023 • The European Convention on Human Rights (ECHR) • Children’s Wellbeing and Schools Act 2026 This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following: • DfE ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’ • DfE ‘Behaviour in Schools’ • DfE ‘Special educational needs and disability code of practice: 0 to 25 years’ • DfE ‘Mental health and behaviour in schools’ This policy operates in conjunction with the following school policies: • Enabling Good Behaviour Policy • Anti-bullying Policy • Pupil Code of Conduct • Special Educational Needs and Disabilities (SEND) Policy • Social, Emotional and Mental Health (SEMH) Policy
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	• Safeguarding and Child Protection Policy
2. Roles and responsibilities	The local authority is responsible for: • Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of looked after children (LAC). • Arranging suitable full-time education for any pupil of compulsory school age excluded permanently, in coordination with the school. • Reviewing and reassessing pupils' needs in consultation with their parents where they have an EHC plan and are excluded permanently, with a view to identifying a new placement. The governing body is responsible for: • Arranging for an independent review panel hearing to review the decision of the governing body not to reinstate a permanently excluded pupil where required. • Considering parents' representations about suspensions and exclusions, including where a suspension or exclusion would result in a pupil missing a public examination. • Arranging the representation meeting at a time and date convenient to all parties, but in compliance with the statutory time limits. • Considering the interests and circumstances of the suspended or excluded pupil, including the circumstances in which they were suspended or excluded and its responsibilities to consider the reinstatement of pupils, whilst having due regard to the interests of others at the school. • Ensuring clear minutes are taken of the representation meeting. • Noting the outcome of the representation meeting on the pupil's education record, along with copies of relevant papers for future reference. • Notifying the pupil's parents, the headteacher and the local authority of its decision and the reasons for it, without delay. • Where appropriate, informing parents of where to apply for an independent review panel. • Informing parents of relevant sources of information. • Ensuring a pupil's name is removed from the school admissions register, where appropriate. The headteacher is responsible for:

	• Implementing good levels of discipline to ensure all pupils can benefit from the opportunities provided by education and to minimise potential suspensions and exclusions. • Complying with their statutory duties in relation to pupils with SEND when administering the suspension or exclusion process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy. • Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, those eligible for FSM, LAC and those from certain ethnic groups. • Engaging effectively with parents in supporting the behaviour of pupils with additional needs. • Determining whether a pupil will be suspended or excluded on disciplinary grounds. • Ensuring any decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate. • Making the decision to suspend or exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings. • Ensuring that the school does not engage in unlawful 'off-rolling'. • Notifying a pupil's parents without delay where the decision is taken to suspend or exclude the pupil, including the days on which the parents must ensure the pupil is not present in a public place at any time during school hours, as well as any other necessary information statutorily required. • Notifying the governor responsible and the local authority of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required. • Organising suitable work for excluded pupils in accordance with the school's statutory duty.
3. Grounds for suspension or exclusion	The school will only suspend or exclude a pupil where it is deemed necessary and in accordance with the school's Enabling Good Behaviour policy. The following examples of behaviour may warrant the decision to suspend or exclude a pupil. This list is not complete or definitive: • Physical assault against a pupil or an adult • Verbal abuse or threatening behaviour against a pupil or an adult • Use or threat or use of an offensive weapon or prohibited item

	• Bullying or racist abuse • Abuse against sexual orientation or gender reassignment • Persistent disruptive behaviour that does not allow children to learn or teachers to teach The behaviour of a pupil outside of the school can also be considered grounds for a suspension or exclusion. Pupils can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, pupils can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant. The school has the power to direct a pupil off-site to improve their behaviour. A suspension or exclusion decision will not be made: • Because a pupil has SEND that the school feels unable to support. • Due to a pupil's poor academic performance. • On non-disciplinary grounds, such as the action of a pupil's parents. Exclusion is a last resort and should only be used in the case of: • A serious breach or persistent breaches of the school's Behaviour policy. • Where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.
4. The headteacher's power to suspend or 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. 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. When sending a pupil home following any suspension or exclusion, the headteacher will ensure that they exercise their 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.

	The headteacher may cancel any suspension or exclusion that has already begun, or one that has not yet begun. Where a suspension or exclusion is cancelled, the headteacher will notify the pupil's parents, the governing body, the local authority, and, where relevant, the virtual school head (VSH) and the pupil's social worker. The notification will also provide the reason for the cancellation. The headteacher will offer the pupil's parents the opportunity to meet with the headteacher to discuss the circumstances that led to the cancellation of the exclusion, and the pupil will be allowed back into school without delay. When a suspension or exclusion is cancelled, the governing body's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement. 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 SchoolPod.
5. Factors to consider when suspending or excluding a pupil	The school may utilise a range of sanctions of increasing duration (typically ranging from 1 to 5 days) for persistent breaches of the Enabling Good Behaviour policy. However, the length of any suspension will always be proportionate to the severity of the specific incident, taking into account any mitigating factors or underlying SEND. While sanctions will typically escalate progressively, the Headteacher reserves the right to issue an immediate permanent exclusion for a single, exceptional one-off offence where the severity of the incident means that allowing the pupil to remain would seriously harm the safety, education, or welfare of the school community. When considering the suspension or exclusion of a pupil, the headteacher will: • Take into account any contributing factors that are identified. • Consider early intervention to address underlying causes of disruptive behaviour. • Work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.

	• Ensure that all suspensions and permanent exclusions are carried out in accordance with relevant legislation and statutory guidance. • Not use informal or unofficial exclusions. Where a pupil is required to leave the school site or is prohibited from attending school on disciplinary grounds, this will only take place through a formal suspension or permanent exclusion process. This includes suspensions of part of a school day. The school will not suspend or permanently exclude a pupil for unlawful reasons, including because: • The pupil has SEND that the school considers difficult to support. • Of the pupil's academic attainment or ability. • Of the action of a pupil's parents. The school will not engage in practices that could constitute off-rolling. Off-rolling occurs when a pupil is removed from the school roll, or encouraged to leave the school, without following the appropriate legal processes and where this is primarily in the interests of the school rather than the pupil.
6. Alternative measures	The Governing Body complies with the DfE statutory guidance regarding Off-Site Directions and Safeguarding Separations. When considering the suitability of any such arrangement, the Headteacher will conduct a full site risk assessment, taking into account the school's physical capacity constraints relative to DfE BB103 area guidelines, to ensure the health, safety and efficient education of all pupils. In exceptional circumstances, the school may temporarily prevent a pupil from attending the school site for safeguarding reasons. This may be necessary where allegations or concerns relating to the safety or welfare of pupils require one or more pupils to be separated while risks are assessed and managed. Any decision to temporarily prevent a pupil from attending the school site for safeguarding reasons will not be treated as a suspension or permanent exclusion and will not be recorded as such. Such decisions will be made on a case-by-case basis. Where a pupil is unable to attend the school site for safeguarding reasons, the school will work with parents and other relevant agencies to ensure that suitable education is arranged in accordance with statutory requirements.
7. Duty to inform parents	Following the headteacher's decision to suspend or exclude a pupil, parents will be informed as soon as is practically possible, 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 inform the parents in writing of the following: • The reasons for the suspension or exclusion • The length of the suspension or permanency of the exclusion • Their right to raise any representations about the suspension or exclusion to the governing body • 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 • that for the first five days of the suspension or exclusion, 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. • Relevant sources of free, impartial information 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.
8. Duty to inform the governing body and the local authority	The headteacher will inform the governing body, 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 The headteacher will inform the local authority of all exclusions without delay. If a pupil who is suspended or excluded lives outside the local authority in which the school is located, the headteacher will notify the pupil's 'home authority'.
9. Duty to inform social workers and the Virtual School Head (VSH)	When a pupil has been suspended or excluded, the headteacher will notify the pupil's social worker, if they have one, and the VSH, if they are a looked-after child. This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.

	Social workers and/or the VSH will also be informed when a meeting of the governing body is taking place, and will be invited to attend the meeting should they wish to do so.
10. Arranging education for suspended and excluded pupils	Suitable work will be provided for suspended and excluded pupils for the lessons missed during their suspension period, and for the first 5 days of an exclusion. The local authority will provide education for excluded pupils beyond day 5 of the exclusion.
11. Considering suspensions and exclusions	The governing body will consider any representations made by parents regarding suspensions and exclusions. Within 15 school days of receiving notice of the suspension or exclusion, the 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. Suspensions totaling 5 school days or less in a term: The governing body will consider any representations made by parents; however, they cannot direct the reinstatement of the pupil and are not required to arrange a formal meeting with parents. Suspensions totaling more than 5 but less than 16 school days in a term: If parents make representations and request a meeting, the governing body will convene a meeting to consider reinstatement within 50 school days of receiving the suspension notice. In the absence of any parental request or representations, the governing body is not required to meet, though it retains the power to do so if it deems it appropriate. <i>(This includes suspensions that exceed 15 school days by less than a whole day, e.g., 15.5 days).</i> Suspensions totaling more than 15 school days in a term (or Permanent Exclusions): The governing body must automatically convene a meeting to consider reinstatement within 15 school days of receiving the notice, regardless of whether parents make representations. Where suspension or exclusion would result in a pupil missing a public examination, the governing body 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. In light of the above, 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. When considering the reinstatement of a pupil, the governing body 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. • 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.
12. Reaching a decision	After considering suspensions and exclusions, the governing body 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 governing body 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 body 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 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 body 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.
13. Notification of considered suspensions and exclusions	The governing body will notify the parents of the suspended or excluded pupil, the headteacher and, where appropriate, the local authority of their decision following the consideration of a suspension or exclusion, in writing. In the case of exclusion, where the governing body 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 a request to hold the meeting via remote access can be made and how to do this. • 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 body 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 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 body will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.
14. 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 body'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 body 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
15. Independent review panel	As a single academy trust, Maharishi School is its own admission and administrative authority. In accordance with the Department for Education (DfE) statutory guidance, where standard procedures refer to the duties of a Local Authority regarding the administration, review, and constitution of Independent Review Panels, these duties will be conducted by the Academy Trust. The Academy Trust will review the governing body's decision not to reinstate an excluded pupil if the parents submit their application for this within the required time frame. The Academy Trust will constitute an independent review panel of three members that represent the following categories: • A lay member to chair the panel. This individual will not have worked in any school in a paid capacity • A current or former school governor who has served for at least 12 consecutive months in the last 5 years • A headteacher or individual who has been a headteacher within the last 5 years Parents are required to submit their applications within: • 15 school days of the governing body's notification of their decision. • 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010. Any application made outside of the above timeframe will not be reviewed. Parents are able to request an independent panel review even if they did not make a case to, or attend, the governing body's initial consideration of the exclusion. A review will take place within 15 school days of the parents' application for a review being made. Parents can request that independent review panels take place via remote access. The Academy Trust will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance.

16. Appointing a SEND expert	If requested by parents in their application for an independent review panel, the Academy Trust will appoint a SEND expert to attend the panel and cover the associated costs of this appointment. Parents have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their child has SEND. The Academy Trust will make arrangements to indemnify the SEND expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith. An individual will not serve as a SEND expert if they have, or at any time have had, any connection with the school, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their ability to act impartially. The SEND expert will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND. Examples of suitable individuals include educational psychologists, specialist SEND teachers, SENCOs and behaviour support teachers. The final decision on the appointment of a SEND expert is for the Academy Trust to make, but it will take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEND expert.
17. The role of the SEND expert	The SEND expert's role is analogous to an expert witness, providing impartial advice to the panel on how SEND might be relevant to the exclusion. The SEND expert will base their advice on the evidence provided to the panel. The SEND expert's role does not include making an assessment of the pupil's SEND. The focus of the SEND expert's advice will be on whether the school's policies which relate to SEND, or the application of these policies in relation to the excluded pupil, were legal, reasonable and procedurally fair. If the SEND expert believes that this was not the case, they will, where possible, advise the panel on the possible contribution this could have made to the circumstances of the pupil's exclusion. Where the school does not recognise that a pupil has SEND, the SEND expert will advise the panel on whether they believe the school acted in a legal, reasonable and procedurally fair way with respect to the identification of any SEND that the pupil may potentially have, and any contribution that this could have made to the circumstances of the pupil's exclusion. The SEND expert will not criticise a school's policies or actions simply because they believe a different approach should have been followed or because another school might have taken a different approach.

18. Appointing a clerk	The Academy Trust will decide whether to appoint a clerk to the independent review panel, or to make alternative arrangements to administer the panel. The Academy Trust will ensure that the clerk did not serve as clerk to the governing board when the decision was made not to reinstate the pupil.
19. The role of the clerk	The clerk's role is to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions. The clerk will: • Identify, in advance of the meeting, whether the excluded pupil wishes to attend the panel hearing, taking reasonable steps to enable the pupil to feedback their views, irrespective of their attendance. • Identify, in advance of the meeting, whether any alleged victims of the incident leading up to the exclusion wish to attend the panel hearing, taking reasonable steps to enable them to feedback their views, irrespective of their attendance. • Ensure that the panel is able to hear from any witnesses to the incident leading to the exclusion, taking into account the fact that some of these people may be pupils at the school. Pupils will not be allowed to appear in person without parental consent. • Inform the parents, headteacher and governing body that they are entitled to make oral and written representations to the panel, attend the hearing, and be represented. • Ensure that all parties are: ➢ Provided with copies of relevant papers at least five school days before the review, notifying the panel if any requested documents have not been provided in case the panel wishes to adjourn until a later date. ➢ Informed about who is attending the meeting, and what their roles are. • Attend the review and ensure that minutes are produced in accordance with instructions from the independent review panel.
20. The duties of the independent review panel	The role of the panel is to review the governing body's decision not to reinstate an excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at

	the school. The panel will apply the civil standard of proof, rather than the criminal standard of 'beyond reasonable doubt'. Following the review, the panel will do one of the following: • Uphold the decision • Recommend that the governing body reconsiders reinstatement • Quash the decision and direct that the governing body reconsiders reinstatement The panel's decision does not have to be unanimous and can be decided by a majority vote. It is binding on the pupil, parents, governing body, headteacher and the Academy Trust.
21. Conducting governing body meetings or independent review panels via remote access	Parents will be able to request that governing body meetings or independent review panels are held via remote access; however, parents and pupils will be made aware that this is not the default option. Where a parent or pupil makes a request correctly in line with instructions set out in the headteacher's or governing body's written notification, the governing body will hold the meeting via the use of remote access. Remote meetings and panels will be held in accordance with timelines for face-to-face meetings. Where a request for a meeting to be held via remote access is not made, or the parent or pupil does not state a preference, the meeting or panel will be held in person unless it is not practicable to do so. If there is a reason related to extraordinary events or unforeseen circumstances, e.g. an outbreak of an infectious illness, which means it is not reasonable for a meeting or panel to be held in person, it may be held via remote access. Meetings will only be held via remote access if the governing body is satisfied that the meeting can be held fairly and transparently. If this cannot be done, the governing body will consult with the parent to discuss how a face-to-face meeting can be arranged that will be convenient for them. If there are technological or internet issues during a remote meeting which compromises the ability for participants to be seen or heard or prevents the meeting from being held fairly and transparently and it is not reasonably practicable to resolve, a face-to-face meeting will be arranged without delay. When holding meetings or panels via remote access, the governing body will:

	• Comply with relevant equalities legislation. • Enable access to support which the parent is entitled to, including the presence of a friend. • Confirm with all participants that they have access to the technology that will allow them to participate in the meeting or panel. • Ensure all the participants will be able to put across their point of view and/or fulfil their function. • Ensure the remote meeting or panel can be held fairly and transparently.
22. Reconsidering reinstatement following a review	Where the independent review panel instructs the governing body to reconsider their decision not to reinstate a pupil, they will do so within 10 school days of being given notice of the review panel's decision. The Academy Trust is aware that if, following a formal direction from the Independent Review Panel to quash and reconsider its decision, the Governing Body chooses not to offer to reinstate the pupil, the school will be required to make a statutory payment of £4,000. This payment will be deducted from the academy's budget and paid directly to the Local Authority Where the independent review panel recommends that the governing body should reconsider their decision not to reinstate a pupil, they will do so within 10 school days of being given notice of the review panel's decision. The school is aware that if, following a recommendation to reconsider, the governing body does not offer to reinstate the pupil, it will not be subject to a financial adjustment. If, following reconsideration, the governing body offers to reinstate the pupil but the parents decline, no adjustment will be made to the school's budget. Following reconsideration, the governing body will notify the parents, headteacher and Academy Trust of their reconsidered decision and the reasons for this.
23. 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.

24. Training requirements	The Academy Trust 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 bodies 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.
25. Using data	The headteacher will ensure that all data regarding suspensions and exclusions is collected and provided to the governing body on a termly basis. The governing body will review this data regularly in order to: • Consider the level of pupil moves and the characteristics of pupils who are moving on any permanent exclusions to ensure that this is only being used as a last resort. • Consider the effectiveness and consistency in implementing the Enabling Good Behaviour Policy. • Understand any variations in the rolling average of permanent exclusions to ensure they are only used when necessary. • Understand the characteristics of suspended and excluded pupils and evaluate equality considerations. • Gather information on where pupils are receiving repeat suspensions. • Evaluate interventions in place to support pupils at risk of suspension and exclusion, including where there are patterns which may indicate that certain policies and support measures are or are not working.
26. Monitoring and review	This policy will be reviewed annually by the headteacher in conjunction with the governing body. The next scheduled review date for this policy is July 2027..

	All members of staff will be required to familiarise themselves with this policy as part of their induction programme.
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