



Exclusion Policy



Avonwood Primary School

The best in everyone™

Part of United Learning

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1.0 Introduction

Avonwood Primary school believes that good discipline is essential to ensure that all children can benefit from the opportunities provided by education. Where possible, Avonwood uses restorative approaches to deal with inappropriate behaviour and therefore exclusions are only used when behaviour is escalating to proportions inconsistent with the school's ethos and seriously affects the safety of others and/or when other sanctions have already been tried, without success.

United Learning's Approach to Exclusion

United Learning believes that exclusion can be an appropriate sanction. Most exclusions are the result of persistent breaches of the school's discipline policy. Exclusions should only be instigated when all other routes have been exhausted or when behaviour is in direct conflict with the school's behaviour policy. During exclusions, the Headteacher should remain in contact with the child to monitor and ensure the safety and welfare of the child.

However permanent exclusion must only be used as a last resort when a range of other strategies have been tried and exhausted. A permanent exclusion for a serious breach (e.g., a one-off or first offence) should only happen in the most serious of circumstances.

Statutory Framework and other guidance

The Avonwood Primary Exclusion policy is written in line with the following areas of legislation and guidance: -

- Exclusion from maintained schools, Academies, and child referral units in England – DfE Guidance April 2012
- Behaviour and Discipline in Schools – A guide for Head teachers and School staff 2012
- Education and Inspections Act 2006
- Equality Act 2010
- Human Rights Act 1998

Links to other policies

The Exclusion Policy should be read in conjunction with the following areas of School policy: -

- Equal Opportunities Policy
- Complaints Policy
- Behaviour for Learning Policy

2.0 Definitions of Exclusion

2.1 Types of exclusion

2.1.1 Fixed term exclusion

This is an exclusion for a **fixed number of days**. The child must remain at home up to the first 5 days (during which time the school should take reasonable steps to set and mark work for the child). For a fixed term exclusion of more than 5 days, full time education provision commences from the 6th day and must be organised by the excluding school. The child may not be excluded for more than 45 days in a school year. The child is entitled to return to school once the period of exclusion has ended.

The child may be excluded during **lunchtimes** for a **fixed number of days**. Each lunchtime exclusion is equivalent to half a day's fixed term exclusion. Arrangements will be made to provide a lunch if the child is entitled to free school meals.

Repeated use of fixed-term exclusion for children with an EHCP (and potentially those on SEN Support – especially those undergoing statutory assessment and likely to get an EHCP) could be considered ineffective or failing to sufficiently meet a child's needs. There is an expectation that where this is occurring, schools ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues and specialists such as an educational psychologist, speech, and language therapist etc.

2.1.2 Permanent Exclusion

This is where the Headteacher's decision is that the child **should not be allowed to return to the school**. Where the child is excluded from the school educational establishment and will have to continue their education at another school/establishment. In accordance with the legislation from DFE exclusions can only be given by the Headteacher or in his absence, by the Acting Headteacher.

The decision should only be taken if:

- I. the child has committed a serious breach or persistent breaches of the school's behaviour policy; and
- II. allowing him/her to remain in the academy seriously harms the learning or welfare of the child or others in the school;

In most cases, this will be after a wide range of alternative strategies having been tried without success. However, there will be exceptional circumstances where, in the Headteacher's judgement, it might be appropriate to permanently exclude a child for a single serious breach (one-off or first offence). Examples of misconduct that might be considered as a serious breach are set out in below in 3.0 reasons for exclusion.

3.0 Reasons for Exclusion

3.1 Examples of misconduct that may lead to 'Fixed Term' exclusion:

- Physical assault on a member of staff, another child or visitor to the school site.
- Verbal/Racial abuse of a member of staff, another child or visitor to the school site.
- Threats to a member of staff or another child.
- Persistent disruptive behaviour.
- Bringing or potentially bringing the school into disrepute.
- Damage to Trust property e.g., graffiti.
- Bullying of another child or group of children
- Setting off the fire alarm.
- Theft from another child, a member of staff or of school property.
- Possession of drugs paraphernalia or drugs.
- Possession of alcohol.
- Refusing to follow reasonable instructions.
- Defiance.
- Poor behaviour outside of school.
- Smoking whilst on site or in school uniform

3.2 Examples of Misconduct that May Lead to Permanent Exclusion

Permanent exclusions are extremely serious and should only be used in exceptional circumstances. Permanent exclusions should only be in response to persistent misconduct of a serious nature, where other sanctions have been attempted and not resulted in improved behaviour and conduct.

There are a few single incidents that may lead to a permanent exclusion. These include (but are not restricted to) the follow categories:

- A serious breach of safety requirements likely to endanger other people or yourself;
- Use or possession of or supply of alcohol or illegal drugs within the school premises or during school organised activities;
- Stealing from the school, employees of the school, or from children;
- Intentional damage to property;
- Very serious / extreme abuse of the school's computer system and of the internet;
- Sexual misconduct, abuse, or assault;
- Serious actual or threatened violence or physical assault against another child, member of staff or worker in the academy;
- Carrying an offensive weapon (defined as any item made or adapted for causing injury);
- Very significant / extreme bullying and/or harassment including racial, sexual, or homophobic harassment;
- Extreme defiance of the properly exercised authority of the academy and its staff;
- Arson
- Situations of extreme behaviour deemed to have taken place out of school.

4.0 Stages of Exclusion

4.1 Investigation

In some cases, investigation may not be immediately possible if, for example, the incident is complex, and a number of witness statements are required.

In such a case, the principal may issue fixed term exclusion for a short period (a maximum of 5 school days is advised):

- to allow investigation to take place; and
- to give opportunity for a reasoned decision.

In those exceptional cases, usually where significant further evidence emerges from further investigation, a further sanction may be appropriate, which must be issued to begin immediately after the first fixed term exclusion ends (i.e., the student must not return to school between the sanctions). This further sanction may be either further fixed term exclusion or a permanent exclusion. Conversely, the Principal may choose to withdraw an exclusion in the light of new evidence.

The letter informing of the initial fixed term exclusion will clearly state that the reason for the fixed term exclusion relates to the behaviour of the child, but also state if further investigation is needed that **“further investigation is still underway into the incident which may or may not result in a further sanction of further fixed or permanent exclusion”**. Once the investigation is complete, a further letter will be sent containing one of the following;

- notification for the child to return to school;
- notification of a further fixed term exclusion to begin immediately after the first period ends; or
- notification of a permanent exclusion to be begin immediately after the end of the fixed term exclusion.

4.2 Fixed Term Suspensions (FTS)

4.2.1 FTS Process

The decision to issue a fixed term suspension sits with the Headteacher but may be delegated to a member of the SLT in their absence. The stages for issuing a fixed term suspension are:

- i. The incident is reported to the SLT.
- ii. A member of SLT will commence an investigation which will include the collation of any witness accounts and a behaviour overview form, briefly detailing the investigation and key findings. Whilst the investigation is occurring the child will be removed from the situation by working in another class or sitting with a suitable member of staff, continuing their normal work whilst the investigation is completed.
- iii. The Headteacher will make a decision about whether a fixed term suspension (FTS) is required. If an FTS is issued, parents will be informed of this decision and why this action was taken; the incident is then logged on Arbor and paperwork stored on the pupil file.

Note: We expect parents to always be informed of the investigation, regardless of the outcome.

4.2.2 FTS Implementation

Once the decision has been taken to award the FTS it will be implemented as per the directions of the Headteacher. It is most likely this will mean completing the sanction in a suitable location (e.g., SLT Office), **supervised at all times by an agreed member of staff**. If this child has a SEND requirement, these will be taken into account and the sanction may be reasonably adapted.

The ethos of Avonwood Primary School is an inclusive and restorative one, so despite the severity of the sanction, work will be done to support the child to understand the situation, how we came to this conclusion and how they can be supported to avoid this situation arising again.

4.2.3 Working with Parents

Avonwood seeks to work with parents to re-engage children with their education after a Fixed-Term suspension. This is done initially by holding a reintegration meeting at the end of the suspension and within fifteen days of the start of the exclusion.

There may be one- or two-days inclusion before or after the fixed-term exclusion.

The reintegration meeting is attended by a member of the Leadership Team, the parent or carer and the child. The purpose of the meeting is to re-set the boundaries of the school and agree strategies for managing and maintaining future behaviour at an appropriate level.

Parents are respectfully reminded that failure to attend the meeting or to engage with the school, may result in them being subject to a Parenting Order.

4.3 Permanent exclusion

4.3.1 Headteacher's Decision

The Headteacher's decision to exclude a child permanently will only be taken when there are serious breaches of the schools Behaviour, Relationship and Conduct policy and were allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. This may well include (but is not exclusive to) persistent, aggressive behaviour including continuous disruption of the learning of others. When establishing the facts in relation to an exclusion decision, the Headteacher will apply the civil standard of proof on the balance of probabilities. The decision to exclude a child for a fixed period of time will be in response to breaches of the school's behaviour code which are not serious enough to warrant permanent exclusion and lesser sanctions have been tried and/or are considered to be inappropriate.

Exclusions are not appropriate for minor incidents such as breaches of school uniform, failure to complete homework, truancy, lateness, or poor academic performance.

Under the Equalities Act 2010, the school will not discriminate against, harass, or victimize a child because of their sex, race, disability, or religion.

4.3.2 Permanent Exclusion Process

The Headteacher must be notified immediately of any incident that might be deemed worthy of permanent exclusion. The Headteacher will appoint a member of SLT (normally the Deputy Headteacher responsible for behaviour) to investigate the incident at the earliest opportunity. This investigation will include, but not be limited to:

- The collation of witness statements
- The completion of an incident overview form by a member of SLT, outlining the incident and actions to date.
- A review with the SENDCo of any special educational needs that may have influenced this incident.
- A review with the DSL of any vulnerabilities that may have influenced this incident.

Each case must be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of reoccurrence;
- The child's previous behavioural record;
- Contributory factors (e.g., recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Take into account the school behaviour policy, special educational needs policy and equality law obligations.

The permanent exclusion process falls into **three stages**:

- I. Decision by the Headteacher to exclude.
- II. Consideration of the Headteacher's decision by the Local Governing Body (LGB), usually delegated to a Behaviour Committee.
- III. In the case of a permanent exclusion, and only if requested by parents, consideration of the Headteacher's decision by an Independent Review Panel.

The initial decision on whether to exclude is for the Headteacher to take.

The decision (stage 1) should only be taken by the Headteacher if:

- a. The child has committed a serious breach or persistent breaches of the school's behaviour policy; and
- b. Allowing him/her to remain in the school seriously harms the learning or welfare of the child or others in the school.

In most cases, this will be after a wide range of alternative strategies having been tried without success. However, there will be exceptional circumstances where, in the Headteacher's judgement, it might be appropriate to permanently exclude a child for a single serious breach (one-off or first offence). Examples of misconduct that might be considered as a serious breach are set out in Section 2 (above).

Each case must be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of reoccurrence;
- The child's previous behavioural record;
- Contributory factors (e.g., recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Take into account the school behaviour policy, special educational needs policy and equality law obligations.

4.3.3 Implementation

Prior to issuing a permanent exclusion, the Headteacher will refer to the United Learning Regional Director for advice and guidance. The Headteacher may also wish to consult with the Local Authority Inclusion Team.

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion will be confirmed (without delay) by a letter signed by the Headteacher, or designated teacher in charge outlining:

- Reasons for exclusion
- Period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent.

- Parents' right to make representations about the exclusion to the governing body and how the child may be involved in this.
- How any representations should be made
- Where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting and to bring a friend.
- That for the first five school days of an 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 reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.
- Arrangements for alternative provision, where this is relevant.

The school's obligation is to ensure education continues while the child is on roll. In all cases of suspensions or exclusions, work should be set from day one and marked. Where a child is given a fixed term exclusion of six school days or longer, the school must arrange full time educational provision from and including the sixth day of exclusion.

The Local Authority is required to arrange full time educational provision for permanently excluded pupils from the sixth day of a permanent exclusion. Once a Headteacher has decided to permanently exclude a child, the Local Authority will arrange to assess the child's needs and how to meet them (even though the exclusion may still be overturned by the Behaviour Committee). The child's name will be deleted from the school roll only if:

- i. the child was permanently excluded; and
- ii. 15 school days have passed since the parents were notified of the Behaviour Committee's decision to uphold the permanent exclusion and no application has been made for an independent review panel; or
- iii. the parents have stated in writing they will not be applying for an independent review panel.

It is the responsibility of the Local Authority to offer an alternative school place.

4.3.4 Independent Review Panels

In the case of a permanent exclusion, the decision will be reviewed by the LGB (Local Governing Body). Each LGB must take responsibility for setting up and training Independent Review Panels. It is strongly recommended that LGBs either commission an external provider who offers this service¹ or make arrangements to use the service provided by the Local Authority. This is because the requirements for panel membership are very specific and extensive and must meet strict timelines. Note that the independent review panel is only involved in reviewing permanent exclusions and only if requested by the parent/carers of the excluded child. Further details about

the coordination of the Independent Review Panel can be found in Appendix A.

5.0 Roles and Responsibilities

5.1 Role of the Headteacher

Headteachers should follow the procedures set out in the DfE Suspension Guidance, which has been designed to ensure fairness and openness in the handling of suspensions.

5.1.1 When the Headteacher is out of School: the role of the acting head teacher.

The DfE guidance is clear that only the Headteacher, or the Acting Head Teacher, can exclude a pupil. If the suspension is made by another person, it risks being challenged on the grounds that it is unlawful. The potential for schools to get this wrong is increasing with head teachers more likely to work in more than one school (Executive Heads), work part time or work condensed hours, and attend off site meetings. The DfE guidance is clear that an acting Headteacher **can** carry out an exclusion in the scenario whereby the head is not in school. It is essential that this person has been appointed to carry out the function of the head teacher in their absence, and it does not follow that this is automatically the deputy head: it requires affirmative action rather than a default position.

5.2 Role of the LGB (Local Governing Body)

The United Learning Trust Charity Board has delegated powers to the LGB to review exclusions and the LGB must consider any representations about an exclusion made by the parents of the excluded child. The LGB usually delegates some or all of its functions in respect of exclusions to a committee consisting of at least three governors, who are independent and have had no direct involvement with the case; such a committee may be called the Behaviour Committee.

The LGB's role is to review exclusions, either on parental request or because required to do so by law and the following different requirements apply to different types of suspensions or exclusions.

- In the case of a fixed-period suspension which does not bring the pupil's total number of days of suspension to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.
- If the pupil will be suspended for more than five but less than 15 school days in the term, and only if the parents make representations, the governing board must consider within 50 school days of receiving the notice of suspension whether the suspended pupil should be reinstated.

- The LGB / Behaviour Committee must (whether the parent requests it or not) consider the reinstatement of an excluded pupil within 15 school days of receiving notification of the exclusion if:
 - The exclusion is permanent; or
 - It is a fixed-term suspension which would bring the pupil's total number of school days of suspension to more than 15 in a term; or
 - It would result in a pupil missing a public examination or national curriculum test.

A checklist for Behaviour Committees is available in the appendices – Appendix B. This should be used when making the final decision for every permanent exclusion.

The Behaviour Committee can only uphold or overturn the exclusion imposed by the Headteacher. It cannot extend a fixed term suspension nor substitute it with a permanent exclusion.

The Behaviour Committee must inform the parent, Headteacher and the Local Authority of their decision, in writing without delay, preferably within one school day of the meeting, stating their reasons. Where the pupil resides in a different Local Authority to the one in which the school is based, they must also inform the pupil's 'home' authority.

A note of the Behaviour Committee's views on the exclusion should be placed on the pupil's school record with copies of relevant papers.

5.3 Role of the Clerk to the Behaviour Committee

The Behaviour Committee may appoint a Clerk. The Clerk must not be a member of the governing body or the Headteacher.

The role of the Clerk is to handle the administrative arrangements for considering suspensions. The Clerk should not have taught the pupil or been involved in any of the incidents involved in the case and should not contribute to the meeting other than in an administrative capacity. Where possible the Clerk should be experienced in exclusion matters so that the meeting can progress smoothly.

5.4 The Role of United Learning

The Local Authority does not have a decision-making role in the exclusion process for any United Learning school. The United Learning Trust Board has delegated this responsibility to each LGB. As part of considering each permanent exclusion, however, the Headteacher must consult fully with the relevant Regional Director before making their decision and the case is presented to the Behaviour Committee.

It is the LGB/ Behaviour Committee which has the duty to review the Headteacher's decision to exclude (see above).

Appendix A - Independent Review Panel Guidance

Notifying parents

When a permanent exclusion is upheld by the Behaviour Committee, the Committee's decision letter to the parent must state the reasons for the decision, give the last day for lodging a review (within 15 further school days²) and explain that the grounds for the review should be set out in writing. If a parent does not request a review within the timescales the LGB must reject the application.

The timing of the hearing

An independent review panel must meet to consider an exclusion no later than the 15th school day after the day on which the review was requested. However, only if strictly necessary, the panel may then decide to adjourn the hearing to a later date.

Composition of Independent Review Panels

Review panels must consist of 3 or 5 members.

A five-member panel must be constituted with two members from each of the categories of school governors and head teachers.

- 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 five years, provided they have not been teachers or head teachers during this time.
- Head teachers or individuals who have been a head teacher within the last five years.

All panel members, including the clerk, must have received training within the two years prior to the date of the review. The DFE statutory guidance details what this training must have covered (page 33).

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

- They are a member / director of the local authority / Academy Trust or governing body of the excluding school,
- are the head teacher at the excluding school or anyone who has held this position in the last five years,
- are an employee of the local authority / Academy Trust, or the governing body, of the excluding school (unless they are employed as a head teacher at another school),
- have, or at any time have had, any connection with the local authority / Academy Trust; school; parents or pupil; or the incident leading to the suspension, which might reasonably be taken to raise doubts about their impartiality (though an individual must not be taken to have such a connection simply because they are a head teacher at another school) or
- have not had the required training within the last two years (see paragraph 116 of Suspension from maintained schools, Academies, and pupil referral units in England guidance)

Request for a SEN Expert

If requested by the parents, the person convening the panel must appoint a SEN Expert to attend the independent review panel. Parents have a right to the above, regardless of whether their child has recognised or identified SEN.

Conduct and role of the Independent Review Panel

The role of the panel is to review the Behaviour Committee's decision not to reinstate a permanently excluded pupil. They may:

- uphold the Behaviour Committee's decision;
- recommend that the Behaviour Committee reconsiders reinstatement; or
- direct that the Behaviour Committee reconsiders reinstatement.

The panel's decision can be decided by a majority vote. The panel can request that a copy of the decision letter is placed on the pupil's record and the school must comply with this request.

The panel may only overrule a decision and direct reconsideration where it considers that the exclusion was flawed when considered in the light of one or more of the principles applicable on an application for judicial review, which are illegality, irrationality, and procedural impropriety.

After the Independent Review Panel

The independent review panel is independent. Its decision is binding on the parent, the LGB and the Headteacher. The panel cannot revisit its decision once made. The panel must let all parties know its decision without delay. The decision letter should give the panel's reasons for its decision in sufficient detail for the parties to understand why the decision was made.

If the panel upholds the permanent exclusion, the Clerk should immediately report this to the Local Authority. If the pupil lives outside the area of the Local Authority, the Clerk should make sure that the home Authority is also informed immediately of the position. If the pupil is of compulsory school age, it is for the Local Authority in whose area the pupil lives to make arrangements as quickly as possible for the pupil to continue in suitable full-time education.

Where the exclusion is upheld, the Clerk should also advise the parent to contact the appropriate person at the home Local Authority about arrangements for their child's continuing education. The Headteacher should remove the pupil's name from the school roll the day after the conclusion of the independent review panel.

Reconvening a Behaviour Committee

If the independent review panel directs or recommends that the LGB reconsider the exclusion, the LGB must meet to reconsider within 10 school days of notification. The DfE Exclusion Guidance gives specific advice as to what the further meeting of the LGB should involve and the requirement that the LGB must have serious justification for continuing to support the exclusion. Where the LGB has reconsidered an exclusion decision it must inform the relevant person, the Headteacher and the Local Authority of its reconsidered decision and the reasons for it without delay.

Remedies after the Independent Review Panel

A parent can complain to the Secretary of State via the Education and Skills Funding Agency at the Department for Education.

Decisions of both governing bodies and independent review panels can be subject to judicial review. If this occurs, immediate legal advice must be sought.

Claims of Discrimination in relation to suspension

Parents can also apply to the First-tier tribunal to hear cases of alleged disability discrimination, in addition to their current right to apply to a County Court to hear other cases of discrimination under the Equality Act 2010. The First-tier Tribunal will be able to direct reinstatement.

Appendix B: Governor Checklist for Behaviour Committee

This should be used in the Behaviour Committee to ensure proper process has been followed and a completed checklist should be sent to the relevant Director at the end of the process. A Behaviour Committee must comprise of at least three governors independent of the case.

Pupil Name:		Date of Meeting:
1	<p>Telephone call to parent/visit from parent on (date):</p> <p>Letter of notification using model text sent on (date):</p> <p>Copied and sent to Behaviour Committee on (date):</p>	
2	<p>Date of Behaviour Committee Meeting:</p> <p>Within 15 school days from Principal/Headteacher's letter, for permanent exclusions and suspensions of more than 15 school days (or total more than 15 school days in a term), or it would result in the pupil missing a public examination or national curriculum test OR</p> <p>Within 50 school days from Principal/Headteacher's letter, for suspensions of less than 15 school days in a term) <i>if</i> the parents make representations.</p> <p>Yes/No</p>	
3	<p>All written statements/evidence circulated in advance of this meeting (at least 5 school days before)</p> <p>Yes/No</p>	

<p>4</p>	<p>Procedure for the meeting and confirmation circulated in advance of the meeting.</p> <p>Yes/No</p>
<p>5</p>	<p>All relevant information provided on pupil, including SEN Status; Care status if looked after or active case for Social Care; whether disabled and, if so, reasonable adjustments made (in line with the school's graduated approach); academic progress</p> <p>Yes/No</p>
<p>6</p>	<p>Where it is a permanent exclusion decision that it:</p> <ul style="list-style-type: none"> • meets the legal conditions in which permanent exclusion is appropriate: <ul style="list-style-type: none"> ○ in response to a serious breach or persistent breaches of the school's behaviour policy; and ○ allowing him/her to remain in the academy would seriously harm the education or welfare of the pupil or others in the school. <p>Yes/No</p>
<p>7</p>	<p>Evidence and use of procedures are satisfactory in relation to:</p> <ul style="list-style-type: none"> • The investigation conducted. • Firm evidence collected to support decision to exclude. • Pupil has been given the opportunity to give his/her version of events. • Provocation/harassment has been taken into account, if appropriate • The school's SEND, behaviour and equality policies were legal, reasonable, and procedurally fair and the school adhered to these policies in practice. • Where appropriate, a Pastoral Support Programme – or Individual Education Plan has been implemented fully. • There is evidence of all relevant interventions having been made for this specific pupil, including, where appropriate: <ul style="list-style-type: none"> ○ alternative or enhanced curriculum ○ mediation ○ education welfare involvement ○ family support ○ mentor support for the pupil • Specifically, equality requirements under the Equality Act 2010 have been considered (disability, race, religion, sexual orientation, gender reassignment, pregnancy, or maternity) and any reasonable adjustments required have been made, whether as part of the pupil planning and interventions above or otherwise. • Parent has been given adequate time to make representations. • All parties to the meeting know how this decision will be communicated. • Satisfactory arrangements in place for pupil to continue their education during exclusion period.

	<p>Yes/No</p> <p>If no, what concerns exist:</p>
<p>7</p>	<p>To be completed after the Behaviour Committee meeting</p> <p>Parent, Principal and Local Authority (and where relevant the pupil's social worker and/or VSH) notified of decision on (date):</p> <p>Letter regarding decision sent out on (date):</p> <p>Signed (Clerk to the Behaviour Committee):</p> <p>Date:</p> <p>A copy of this checklist should be <u>sent to the relevant Director</u> at the conclusion of the process.</p>