



Policy for

Exclusions

Prepared by:	Adopted by Board of Directors
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AET Exclusion Policy

1. Roles and responsibilities	3
2. Grounds for exclusion	4
3. Factors to consider when excluding a pupil with SEND or SEMH.....	5
4. Duty to inform parents.....	5
5. Duty to inform the Local Academy Committee, Trust and LA	6
6. Arranging education for excluded pupils.....	6
7. Considering exclusions.....	7
8. Reaching a decision	7
9. Notification of considered exclusions.....	8
10. Removing permanently excluded pupils from the school register	9
11. Independent review panel.....	9
12. Appointing a SEND expert	10
13. The role of a SEND expert.....	11
14. The duties of independent review panel members in the conduct of a review panel	11
15. Reconsidering reinstatement following a review	11
16. Criminal investigations	12
17. Monitoring and review.....	12

Statement of Intent

The Aspire Educational Trust understand that good behaviour and discipline is essential for high-quality education. Our academies will only exclude pupils as a last resort. All children in our academies are entitled to a safe and orderly learning environment, and all of our staff are entitled to work in an environment free from violence and disruption. Each academy's individual behaviour policy is designed to ensure such a safe environment and to promote good behaviour. Permanent exclusion will only be considered when the Principal's risk assessment concludes that the welfare and safety of other members of the academy community cannot be assured.

This policy will be implemented in conjunction with the following school policies and procedures: Behavioural Policy; Anti-Bullying Policy; Special Educational Needs and Disability (SEND) Policy; Social, Emotional and Mental Health (SEMh) Policy; Child Protection and Safeguarding Policy.

1. Roles and responsibilities

1.1. The LA is responsible for:

- Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of 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.
- Ensuring suitable full-time education for any pupil of compulsory school age excluded on a fixed-term basis is arranged.

1.2. The Trustees are responsible for:

- Ensuring an appropriate, independent exclusions review panel is convened to review parents' representations about the decision to permanently exclude a pupil within 15 school days of receiving notice. The meeting of this panel would include and be overseen by a member of the Trust SLT, who would report to Trustees.

This panel would usually involve a representative from the Local Academy Committee, a Trustee and a member of the Trust Leadership Team, none of whom have been involved in the original decision to exclude the pupil. The process considers the interests and circumstances of the excluded pupil, including the circumstances in which they were excluded, and has due regard to the interests of others at the school.

The panel meeting would take place without delay at a time, date and venue convenient for all parties. This may be virtual rather than face to face.

- If requested by parents, ensuring that a SEND expert has been appointed to attend the panel and covering the associated costs of this appointment.
- Ensuring information is provided to the Secretary of State and LA about any exclusions within the last 12 months.
- Adherence to its responsibilities to consider the reinstatement of pupils.
- Ensuring that all decisions are notified to the pupil's parents, the principal and LA and the reasons for it, without delay and that parents are made aware of relevant sources of information including process for appeals.
- Convening an appeals panel consisting of three Trustees within 10 school days to reconsider reinstatement of a pupil where directed to do so by the exclusions review panel.
- A pupil's name is removed from the school admissions register, where appropriate.

1.3. The principal is responsible for:

- Implementing good levels of discipline to ensure all pupils can benefit from the opportunities provided by education and to minimise potential exclusions.
- Making the decision to exclude a pupil and whether this is on a fixed-period or permanent basis.
- At all times, the principal will take into account their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds,

e.g. race, sex, disability, and will not increase the severity of a pupil's exclusion on these grounds.

- Applying the civil standard of proof when establishing the facts in relation to an exclusion i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true. Any decision made to exclude a pupil will be lawful, proportionate and fair, with respect to legislation relating directly to exclusions and the school's wider legal duties, including the ECHR.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a pupil has suffered bereavement, bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of exclusions as a sanction, e.g. if a pupil has received multiple exclusions /is approaching the legal limit for exclusions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, 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 excluded on disciplinary grounds.
- Withdrawing any exclusions that have not been reviewed by the Trustees, where appropriate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following an exclusion.
- Formally recording the exclusion
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the Trust leadership team, chair of the Local Academy Committee and LA of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.
- Notifying the Local Academy Committee and Trust Leadership Team once per term of any exclusions not already notified.
- Organising suitable work for excluded pupils where alternative provision cannot be arranged.

The principal will not issue any 'informal' or 'unofficial' exclusions, such as sending a pupil home to 'cool-off', regardless of whether the parents have agreed to this.

The principal will not use the threat of exclusion as a means of instructing parents to remove their child from the premises.

2. Grounds for exclusion

- 2.1. The school will only exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behavioural Policy, have failed to be successful. This may be for full days or for a particular time of day such as where their behaviour is disruptive during lunchtime. All lunchtime exclusions will be counted as half of a school day.

If a child may possibly be permanently excluded, the Principal must take account of DfE guidance '*Exclusion from maintained schools, academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion (September 2017)*.' The guidance says in paragraph 16 that a decision to permanently exclude a pupil should only be taken:

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

2.2. Pupils can be excluded on a fixed-period basis, i.e. up to 45 school days within a year, or permanently. Similarly, pupils can be permanently excluded following a fixed-period exclusion, where further evidence is presented.

3. Factors to consider when excluding a pupil with SEND or SEMH

3.1. Where SEND or SEMH issues are identified, an individual behaviour plan will be created using the graduated response. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the graduated response process, then exclusion may be considered.

3.2. In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before the graduated response process has been completed.

3.3. Where a pupil with SEND or SEMH issues is permanently excluded because of a SEND or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these pupils are closely tracked and show that the school has a close relationship with the pupil's next destination.

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

4. Duty to inform parents

4.1. Following the principal's decision to exclude a pupil, they will immediately inform the parents, in person or by telephone, of the period of the exclusion and the reasons behind this.

4.2. The principal will inform the parents in writing of the following:

- The reason(s) for the exclusion
- The length of the fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent
- Their right to raise any representations about the exclusion, including how the pupil will be involved in this and how the representations will be made
- Their right to attend a meeting where there is a legal requirement for the Trust to consider the exclusion, and the fact that they can bring an accompanying individual
- The arrangements that have been made for the pupil to continue their education prior to the organisation of any alternative provision, or the pupil's return to school
- Relevant sources of free, impartial information

4.3. Where the pupil is of compulsory school age, the principal will inform the parents by the end of the afternoon session that:

- For the first five days of the exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents may receive a penalty fine if they fail to do so.
- 4.4. Where the principal has arranged alternative provision, they will also inform the parents of the following:
- The start and end date for any provision of full-time education
 - The address at which the provision will take place
 - Any information necessary for the pupil to identify the person they should report to on the starting date
- 4.5. Where the principal is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within 48 hours of the pupil beginning the provision.
- 4.6. If the alternative provision is due to begin before the sixth day of the exclusion, the principal can give less than 48 hours of notice, with parental consent.
- 4.7. If the principal has decided to exclude the pupil for a further fixed period following their original exclusion, or to permanently exclude them, they will notify the parents without delay and issue a new exclusion notice to parents.

5. Duty to inform the Local Academy Committee, Trust and LA

- 5.1. The principal will inform the Chair of their school's Local Academy Committee, Trust Leadership Team and LA, without delay, of the following:
- Any permanent exclusions (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil)
 - Any exclusions which would result in the pupil being excluded for more than five school days in a term (or more than 10 lunchtimes)
 - Any exclusions which would result in the pupil being absent from an examination or national curriculum test
- 5.2. All notifications to the Local Academy Committee Chair, Trust and LA will include the reasons for exclusion and the duration of any fixed-period exclusion.
- 5.3. If the pupil who is excluded lives outside the LA in which the school is located, the principal will notify the pupil's 'home authority'.

6. Arranging education for excluded pupils

- 6.1. For any fixed-period exclusions of more than five school days, the school will arrange suitable full-time education for the pupil, which will begin no later than the sixth day of exclusion.
- 6.2. Where a pupil receives consecutive fixed-period exclusions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of exclusion.
- 6.3. For permanent exclusions, full-time education will also be provided for the pupil from the sixth day of exclusion.
- 6.4. Where it is not possible to arrange alternative provision during the first five days of exclusion, the school will ensure that they take reasonable steps to set and mark work for the excluded pupil.

- 6.5. If a pupil with SEND has been excluded, the Trust will work with the school to ensure that:
- Any alternative provision is arranged in consultation with the pupil's parents, who can request preferences.
 - When identifying alternative provision, any EHC plan is reviewed/the pupil's needs are reassessed, also in consultation with the pupil's parents.

7. Considering exclusions

- 7.1. The Trust will consider any representations made by parents regarding exclusions.
- 7.2. Parents and, where requested, a friend or representative, the principal and a member of the Trust SLT will be invited to attend any consideration of exclusions and will be able to make representations.
- 7.3. Any meeting to consider reinstatement of a pupil will be arranged at a date and time convenient for all parties, and in compliance with any statutory time limits.
- 7.4. The Exclusion Review Panel will consider the reinstatement of an excluded pupil, where:
- The exclusion is permanent.
 - The exclusion is fixed-period and would bring the pupil's total number of excluded school days to more than 15 in any given term.
- 7.5. In the case of a fixed-period exclusion where the pupil's total number of excluded days is more than five but less than 15 school days within a term, if requested by the parents, the Local Academy Committee will consider exclusions within 30 school days of receiving notification.
- 7.6. In the case of a fixed period exclusion, where the pupil's total number of excluded school days does not amount to more than five, in the absence of any such representations, the exclusion review panel is not required to meet
- 7.7. When considering the reinstatement of an excluded pupil, the exclusion review panel will:
- Only discuss the 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 at 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 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 excluded pupil, including the grounds for exclusion.

8. Reaching a decision

- 8.1. After considering exclusions, the Exclusion Review Panel will either:
- Decline to reinstate the pupil.
 - Direct the reinstatement of the pupil immediately, or on a specified date.

- 8.2. If reinstatement would make no practical difference, e.g. if the pupil has already returned to school following a fixed-period exclusion or the parents make clear they do not want their child reinstated, the Exclusion Review Panel will still consider whether the pupil should be officially reinstated, and whether the principal's decision to exclude the pupil was fair, lawful and proportionate, based on the evidence presented.
- 8.3. The Exclusion Review Panel will apply the civil standard of proof when responding to the facts relating to an exclusion, it is more likely than not that the facts are true.
- 8.4. To reach a decision, Exclusion Review Panel 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 exclusion of the pupil was lawful, proportionate and fair, taking into account the principal's legal duties and any evidence that was presented to the Exclusion Review Panel in relation to the decision to exclude.
 - 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 an exclusion but cannot reinstate the pupil.

9. Notification of considered exclusions

- 9.1. Exclusion Review Panel will notify the parents of the excluded pupil, the principal and the Trust of their decision following the consideration of an exclusion, in writing and without delay.
- 9.2. In the case of a permanent exclusion, where the Exclusion Review Panel decides not to reinstate the pupil, they will notify the parents:
 - That it is permanent, and their right for it to be reviewed by an independent review panel.
 - Of the date by which an application for review must be made.
 - Of the name and address of whom the review application should be submitted to.
 - That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how a pupil's SEND is considered relevant to the exclusion.
 - That, regardless of whether a pupil has been identified as having SEND, the parents have a right to require the Exclusion Review Panel 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.
- 9.3. Exclusion Review Panel will also notify parents that, if they believe an 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.

- 9.4. After any conclusion, Exclusion Review Panel will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

10. Removing permanently excluded pupils from the school register

- 10.1. The principal will remove pupils from the school register if:
- 15 school days have passed since the parents were notified of the governing board's decision not to reinstate the pupil and no application for an independent panel review has been received.
 - The parents have stated in writing that they will not be applying for an independent panel review following a permanent exclusion.
- 10.2. If an application for an independent panel review has been made within 15 school days, the principal will wait until the review has been determined, or abandoned, and until the Exclusion Review Panel has completed any reconsideration that the panel recommended or directed it to carry out, before removing the pupil from the school register.
- 10.3. If a pupil's name is to be removed from the register, the principal will make a return to the LA, 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.
- 10.4. Any return to the LA 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.
- 10.5. 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.
- 10.6. 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

11. Independent review panel

- 11.1. The Trust will review the exclusion review panel decision not to reinstate a permanently excluded pupil, if the parents submit their application for this within the required time frame.
- 11.2. The Trust will constitute an independent review panel of three or five 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 five years.
 - A principal or individual who has been a principal within the last five years.
- 11.3. Parents are required to submit their applications within:
- 15 school days of the governing board's notification of their decision.

- 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.

- 11.4. Any application made outside of this timeframe will not be reviewed.
- 11.5. Parents are able to request an independent panel review even if they did not make a case to, or attend, the exclusion review panel's initial consideration of the exclusion.
- 11.6. The Trust will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance document 'Exclusion from maintained schools, academies and pupil referral units in England' 2017.

12. Appointing a SEND expert

- 12.1. If requested by parents in their application for an independent review panel, the Trust will appoint a SEND expert to attend the panel and cover the associated costs of this appointment.
- 12.2. The 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.
- 12.3. 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.
- 12.4. The SEND expert's role is set out in section 13 of this policy.
- 12.5. Individuals will not serve as a SEND expert if they have, or at any time have had, any connection with the Trust, 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; however, an individual is not taken to have such a connection solely because they are an employee of the Trust.
- 12.6. 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 might include educational psychologists; specialist SEND teachers; SENCOs; and behaviour support teachers.
- 12.7. Recently retired individuals are not precluded from fulfilling this role; however, the Trust will, during interview, assess the knowledge of such individuals in order to ensure that they have a good understanding of current practice and the legal requirements on schools in relation to SEND.
- 12.8. Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, the Trust, they will not have had any previous involvement in the assessment or support of SEND for the excluded pupil, or siblings of the excluded pupil. The Trust will request that prospective SEND experts declare any conflict of interest at the earliest opportunity.
- 12.9. The final decision on the appointment of a SEND expert is for the Trust to make, but it will take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEND expert. Where possible, this will include offering parents a choice of SEND expert. In order to meet its duties within the statutory time frame, the LA will consider maintaining a list of individuals capable of performing the role of SEND expert in advance of a request.
- 12.10. The Trust will determine the amount of any payment in relation to the appointment of the SEND expert, such as financial loss, travel and subsistence allowances.

13. The role of a SEND expert

- 13.1. The SEND expert's role is analogous to an expert witness, providing (orally and/or written) 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.
- 13.2. 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.
- 13.3. 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.
- 13.4. 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.

14. The duties of independent review panel members in the conduct of a review panel

- 14.1. The role of the panel is to review the exclusion review panel's decision not to reinstate a permanently 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.
- 14.2. The panel will apply the civil standard of proof, rather than the criminal standard of 'beyond reasonable doubt'.
- 14.3. Following the review, the panel will do one of the following:
 - Uphold the decision.
 - Recommend that the exclusion review panel reconsiders reinstatement.
 - Quash the decision and direct that the exclusion review panel considers reinstatement.
- 14.4. 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, the exclusion review panel and the principal.

15. Reconsidering reinstatement following a review

- 15.1. Where the independent review panel instructs the Exclusion Review Panel 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.
- 15.2. The school is aware that if, following an instruction to reconsider, exclusion review panel does not offer to reinstate the pupil, then the school will be required to make a payment of £4,000 directly to the LA area in which the school is located.
- 15.3. If, following reconsideration, the exclusions review panel offers to reinstate the pupil but the parents decline, no adjustment will be made to the school's budget.

15.4. Following reconsideration, the Exclusion Review Panel will notify the parents, the principal and the LA of their reconsidered decision and the reasons for this.

16. Criminal investigations

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

16.2. The principal will give consideration when deciding to exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

17. Monitoring and review

17.1. This policy will be reviewed annually by the Trust leadership team in conjunction with the board of Trustees. The next scheduled review date for this policy is Autumn 2021.

APPENDIX Changes to the exclusion process during the coronavirus (COVID-19) pandemic

[The government has introduced [new regulations](#) that change some of the procedures that must be followed in relation to an exclusion, to give greater flexibility to schools, parents and LAs during the coronavirus (COVID-19) outbreak.

Some temporary changes have been made to the school exclusion process due to the coronavirus (COVID-19) pandemic. The arrangements and procedures that must follow a decision to exclude on disciplinary grounds, as set out in our wider Exclusion Policy above, remain unchanged unless noted within this appendix. This appendix sets out what these changes are and what this means for our exclusion procedures in practice.

1. Legal framework

17.2. This appendix has due regard to the related legislation and statutory guidance including, but not limited to, the following:

- The School Discipline (England) (Coronavirus) (Pupil Exclusions and Reviews) (Amendment) Regulations 2020
- DfE (2020) 'Changes to the school exclusion process during the coronavirus (COVID-19) outbreak'

2. Application of arrangements

17.3. Meetings relating to exclusions occurring between 25 September 2020 and 24 March 2021 will take place, taking all reasonable steps to meet the normal timescales for exclusions occurring after 24 September 2020. In doing this, they will:

- Consider the DfE's 'Guidance for full opening: schools'.
- Facilitate remote access meetings where it is not reasonably practicable to meet in person.

17.4. If deadlines are missed due to the coronavirus pandemic, the meeting will be held as soon as it becomes reasonably practicable to meet either in person or via remote access.

17.5. Any exclusions covered by these arrangements will continue to be subject to them until the procedures for scrutiny of the exclusion have been exhausted.

17.6. For the purpose of this appendix, an exclusion will be taken as having 'occurred' on the first day of the exclusion, not the date when the decision to exclude was made or communicated.

18. Deciding whether a meeting should be held remotely

18.1. For exclusions occurring between 1 June 2020 and 24 March 2021 (inclusive), all meetings will be held via remote access if:

- It is not reasonably practicable for the meeting to take place in person, within the usual timescales, due to coronavirus.
- All the participants agree to the use of remote access.
- All the participants have access to the technology that will allow them to hear and speak throughout the meeting, and to see and be seen if a video call is used.
- All the participants will be able to put across their point of view or fulfil their function.
- The meeting can be held fairly and transparently via remote access.

18.2. The Trust Senior Leaders will be responsible for ensuring these conditions are met before a meeting takes place.

19. Arranging a remote access meeting

19.1. The arranging authority will explain the technology they propose to use to participants and will ensure that the participants (particularly pupils and their parents) know that they do not have to agree to a meeting being held via remote access.

19.2. Pupils and parents involved in meetings will be made aware that if they do not consent to a remote access meeting, the meeting is likely to be delayed.

19.3. Where a parent or pupil has consented to a remote access meeting, all other participants will make reasonable efforts to accommodate that preference unless there is a clear reason not to.

19.4. The normal requirements for who must be invited to a meeting (as set out in the wider policy) remain in place; however, those who have no intention of taking part in the meeting will not be treated as 'participants' for the purpose of the arrangements in this appendix.

19.5. The chair of the meeting will check that the participants understand the proceedings and can engage with them, to ensure the meeting is conducted fairly.

19.6. Once the meeting starts, if it cannot proceed fairly (e.g. if a participant cannot access it), the meeting will be adjourned.

19.7. The use of remote access will not alter any other procedural requirements that apply during the meeting.

19.8. Though written representations will be considered, solely paper-based meetings will not be permitted.

19.9. As long as the conditions for a remote access meeting are met, it will be possible for some participants to attend a meeting in person and for others to join via remote access.

19.10. To help meetings run smoothly and ensure they are accessible for participants, the the arranging authority will:

- Provide clear instructions to participants about how to join the meeting virtually, and distribute the relevant papers in a timely manner ahead of the meeting.
- Indicate a named person who participants can contact to discuss any questions they may have before the meeting.
- Ensure the chair is prepared to explain the agenda at the start of the meeting, and to provide clear guidance on how the meeting will be run.
- Consider holding a pre-meeting with participants to check that the available technology is suitable and that all participants understand how to access the meeting.

20. Applications for independent reviews of exclusions

This section applies to all exclusions occurring between 1 June 2020 and 24 March 2021 (inclusive).

20.1. Where the governing board declines to reinstate a pupil who has been permanently excluded, their parents (or the pupil if they are 18 or over) can apply for a review of this decision.

- 20.2. For exclusions covered under these, the deadline for applications will be increased to 25 school days from the date on which notice in writing of the governing board's decision was given to parents (or the pupil if they are aged 18 or over).
- 20.3. The school will wait for the extended period of 25 school days to pass without an application having been made before deleting the name of the permanently excluded pupil from the admissions register.

21. Meetings of independent review panels to consider permanent exclusions

This section applies to all exclusions occurring between 1 June and 24 September (inclusive).

- 21.1. If it has not be reasonably practicable for a review panel to meet in person within 15 school days due to coronavirus and it has not been possible to hold a remote meeting, the limit will be extended to 25 school days, or as long as reasonably necessary for a reason related to coronavirus.
- 21.2. The arranging authority will arrange for overdue meetings to take place via remote access, if the conditions can be met, or in person as soon as it is safe and practicable to do so.

22. Monitoring and review

- 22.1. The arrangements in this appendix will be reviewed when there are any changes to government guidance.
- 22.2. Any changes to the arrangements in this appendix will be communicated to all stakeholders.