



# WILLIAM FARR

C of E Comprehensive School

## Suspension and Permanent Exclusion Policy

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### Vision, Values and Aims

William Farr Church of England Comprehensive School's vision is to provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

#### Our core values are:

**Compassion    Friendship    Perseverance    Respect    Responsibility    Wisdom**

#### Aims:

Inclusive education is at the heart of the school's vision statement whereby every child is known, valued and achieves as an individual. It is the aim of the school to keep all pupils in school. However, there may be occasions when fixed term suspension or permanent exclusion may be necessary.

This policy deals with the procedures and practice when excluding a pupil from school and is linked to the School Behaviour Policy.

This policy follows the DfE Statutory Guidance on Suspensions and Permanent Exclusions from Maintained Schools, Academies and Pupil Referral Units in England, including pupil movement'.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently;
- Help governors, staff, parents/carers and pupils understand the exclusions process;
- Ensure that pupils in school are safe and happy;
- Prevent pupils from becoming NEET (not in education, employment or training);
- Ensure all suspensions and permanent exclusions are carried out lawfully.

### **A note on off-rolling**

'Off-rolling' is a form of 'gaming' and occurs where a school makes the decision, in the interests of the school and not the pupil, to:

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school roll, or
- Encourage a sixth-form student not to continue with their course of study, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil has not met a specific condition, such as attending a reintegration meeting
- If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

## **2. Legislation and statutory guidance**

This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

Section 51a of the Education Act 2002, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils

Section 579 of the [Education Act 1996](#), which defines 'school day'

The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

[The Equality Act 2010](#)

[Children and Families Act 2014](#)

The [School Inspection Handbook](#), which defines 'off-rolling'

This policy complies with our funding agreement and articles of association.

### 3. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

### 4. Roles and responsibilities

#### The Headteacher

#### Deciding whether to suspend or exclude

Only the Headteacher, or Acting Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the school’s behaviour policy;
- To provide a clear signal of what is unacceptable behaviour;
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a pupil will be taken only:

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

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked;
- Allow the pupil to give their version of events;
- Consider whether the pupil has special educational needs (SEN);
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC)).

Consider whether all alternative solutions have been explored, such as:

- For suspensions, detentions or other sanctions provided for in the behaviour policy;
- For exclusions, off-site direction or managed moves;
- Consider previous exclusions of a similar nature and context to ensure proportionality;

- Consider the pupil's previous conduct in school, age and any mitigating circumstance e.g provocation, bullying, bereavement.

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

The Headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision. The Headteacher will liaise with the Deputy Headteacher and the Head of Year.

When establishing the facts in relation to a suspension/exclusion decision, the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the Headteacher should accept that something happened if it is more likely that it happened than it did not happen.

The Headteacher need not postpone taking a decision on a suspension solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the Headteacher will need to take a decision on the evidence available to them at the time. Where the evidence is limited by a police investigation or criminal proceedings, the Headteacher should consider any additional steps they may need to take to ensure that the decision to suspend is fair. However, the final decision on whether to suspend is for the Headteacher to make.

### **Informing parents/carers**

If a pupil is at risk of suspension or exclusion, the school will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or exclude a pupil, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers will also be provided with the following information in writing, without delay:

The reason(s) for the suspension or permanent exclusion;

The length of the suspension or, for a permanent exclusion, the fact that it is permanent;

Information about the parents/carers' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this;

How any representations should be made;

Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend.

That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request.

If the pupil is of compulsory school age, the school will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies.

Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

### Informing the governing body

The Headteacher will, without delay, notify the governing body of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil;
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days in a term;
- Any suspension or permanent exclusion that would result in the pupil missing a public exam.

### Informing the local authority (LA)

The school will notify the LA of all suspensions and permanent exclusions, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion;
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the school will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

### Informing the pupil's social worker and/or virtual school head (VSH)

If a:

**Pupil with a social worker** is at risk of suspension or permanent exclusion, the school will inform **the social worker** as early as possible

**Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the school will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil;
- The reason(s) for the decision;
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent;
- The suspension or permanent exclusion affects the pupil's ability to sit a public exam.

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

### Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, the school will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as the VLE (Virtual Learning

Environment) may be used for this. If the pupil has a special educational need or disability, the school will make sure that reasonable adjustments are made to the provision where necessary.

## **The Governing Body**

### **Considering suspensions and permanent exclusions**

The governing body has a duty to consider parents/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

For any suspension of more than 5 school days, the governing body will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

The governing body does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

### **Monitoring and analysing suspensions and exclusions data**

The governing body will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented;
- The school register and absence codes;
- Instances where pupils receive repeat suspensions;
- Interventions in place to support pupils at risk of suspension or permanent exclusion;
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary;
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working;
- The characteristics of suspended and permanently excluded pupils, and why this is taking place;
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it;
- The cost implications of directing pupils off-site.

### **The local authority (LA)**

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

## **5. Considering the reinstatement of a pupil**

The governing body will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

The exclusion is permanent

It is a suspension that would bring the pupil's total number of days out of school to more than 15 in a term; or

It would result in a pupil missing a public exam.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the governing body must consider any representations made by parents/carers, it is not required to arrange a meeting with parents/carers and it cannot direct the Headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers make representations to the board, the governing body will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers do not make representations, the governing body is not required to meet and it cannot direct the Headteacher to reinstate the pupil.

Governing body meetings can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.

The aim is to hold the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The Governing body can either:

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

In reaching a decision, the governing body will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair;
- Whether the Headteacher followed their legal duties;
- The welfare and safeguarding of the pupil and their peers;
- Any evidence that was presented to the governing board;

They will decide whether or not a fact is true 'on the balance of probabilities'.

The clerk will be present when the decision is made.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The Governing body will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers;
- The Headteacher;
- The pupil's social worker, if they have one;
- The VSH, if the pupil is looked after;
- The local authority;
- The pupil's home authority, if it differs from the school's.

Where an exclusion is permanent and the governing body has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion;

- Notice of parents/carers' right to ask for the decision to be reviewed by an independent review panel;
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents/carers);
- The name and address to which an application for a review and any written evidence should be submitted;
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion;
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right for a SEN expert to be invited to advise the review panel;
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment;
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review;
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review;
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

## 6. Independent review

Parents/carers can appeal to an independent panel to review the decision of the governing body not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the governing board of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

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;

Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time;

Headteachers or individuals who have been a headteacher within the last 5 years.

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

Are the Headteacher of the excluding school, or have held this position in the last 5 years;

Are an employee of the, or the governing board, of the excluding school (unless they are employed as a headteacher at another school);

Have, or at any time have had, any connection with the LA, school, governing board, parents/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality;

Have not had the required training within the last 2 years (see appendix 1 for what training must cover).

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents/carers will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion or are relevant to the pupil's permanent exclusion.

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

Uphold the governing board's decision;

Recommend that the governing board reconsiders reinstatement;

Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed).

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing body at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing body and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing body reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

The panel's decision and the reasons for it;

Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days;

Any information that the panel has directed the governing body to place on the pupil's educational record.

## **7. School registers**

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

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

Where an application for an independent review has been made within 15 school days, the governing body will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

## **Making a return to the LA**

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

- The pupil's full name;
- The full name and address of any parent/carer with whom the pupil normally resides;
- At least 1 telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency;
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion);
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school;
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house;

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

## **8. Returning from a suspension**

### **Reintegration strategy**

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with external agencies and in-house SEND support to identify whether the pupil has any unmet special educational and/or health needs.

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

- Welcoming the pupil back to school;
- Daily contact in school with the child's Form Tutor as a trusted adult;
- Head of Year interventions;
- Mentoring (peer or staff);
- SEND support;
- Regular reviews led by the Head of Year with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage;
- Informing the pupil, parents/carers and staff of potential external or internal support.

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary and in agreement with the LA Pupil Reintegration Team.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers, and other relevant parties.

### **Post-Suspension reintegration and support meetings**

The relevant member of staff will meet with the pupil before they return to school to discuss reintegration and any further strategies/support which may be appropriate, e.g. monitoring report, mentoring, support from agencies, Pastoral Support Plan. Parents/carers are encouraged to attend this meeting to support the reintegration process of their child back into school. During the meeting, the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community. The meeting can proceed without the parents/carers in the event they cannot or do not attend.

This meeting will constitute the start of the pupil reintegration process, where the pupil will be met regularly over a period of time by either the Head of Year, Assistant Head of Year or Pastoral Support Assistant to discuss key targets for improvement and how to overcome barriers perceived or actual that are present.

This reintegration process is aimed at supporting the student and to reduce the risk of further suspensions.

### **9. Remote access to meetings**

Parents/carers, can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers do not express a preference, the meeting will be held in person.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing body should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

All the participants have access to the technology that will allow them to hear, speak, see and be seen;

All the participants will be able participate fully;

The remote meeting can be held fairly and transparently;

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently.

## **10. Monitoring arrangements**

The school will collect data on the following:

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed annually.

## **11. Links with other policies**

This policy is linked to our:

- Behaviour Management Policy
- SEND policy
- SEND information report

## Appendix 1: independent review panel training

All members of an independent review panel and clerks must have received training within the 2 years prior to the date of the review.

Training must have covered:

The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making

The need for the panel to observe procedural fairness and the rules of natural justice

The role of the chair and the clerk of a review panel

The duties of headteachers, governing boards and the panel under the Equality Act 2010

The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act



Pupil Details			
Name			
Tutor Group			
SEND			
Pupil Premium			
Other Details			
Outside Agency Support			
Details of Suspension			
Date of Suspension		Number of Suspensions this academic year	
Date of Return		Number of Days Suspended this academic year	
Total Number of Days Suspended at William Farr School		Number of Isolations this ac. year	
Reason for Suspension			
Review of Attendance			
Attendance this year (%)		Unauthorised Absence (%)	
Number of days Absent			
Review of Academic Progress (from most recent data point)			
Subject	KS Attainment		
Art			
Design and Technology			
Drama			
English			
French			
Geography			
History			
Information Technology			
Mathematics			
Music			

Physical Education	
Religious Studies	
Science	

### Reintegration Meeting (on return to school)

Initial Head Teacher Reintegration Meeting (to be forwarded to HoY on completion)

### Reintegration Meeting (Head of Year on return to school))

Support put in place by the school

**Any support required from SEND?**

Key Targets for Improvement

Student Comment	School Comment

What are you worried about?	What is going well?

### Review Meeting 1 (After approx. 1 week)

Pupil Comments	School Comments
	<p><u>Any support required from SEND?</u></p>

### Review Meeting 2 (approx. 4 weeks)

Pupil Comments	School Comments
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	<p><u>Any support required from SEND?</u></p>
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