



Holyhead

Teach What Matters

Exclusions Policy

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Exclusions Policy

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Exclusions Policy

1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and students
- Students in school are safe and happy
- Students do not become NEET (not in education, employment or training)

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and student referral units (PRUs) in England.

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

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (student Exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards and Framework Act 1998

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded students
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded students) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded students) (England) (Amendment) Regulations 2014

3. The decision to exclude

Only the Principal, or acting Principal, can exclude a student from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student."

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

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and

- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a student, either permanently or for a fixed period, the Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the students to give their version of events
- Consider if the student has special educational needs (SEND)

4. Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

5. Roles and responsibilities

5.1 The Principal

Informing parents/carers

The Principal will immediately provide the following information, in writing, to the parents/carers of an excluded student:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents/carers' right to make representations about the exclusion to the governing board and how the student may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The Principal will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 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 a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the student to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an

exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The Principal will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the student missing a public examination

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

For all other exclusions, the Principal will notify the governing board and LA once a term.

5.2 The Governing Body

Responsibilities regarding permanent exclusions is delegated to the governing body consisting of at least 3 governors.

The governing body has a duty to consider the reinstatement of an excluded student (see section 6).

Within 14 days of receipt of a request, the governing board will provide the secretary of state with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the governing board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the exclusion.

Provision does not have to be arranged for students in the final year of compulsory education who do not have any further public examinations to sit.

5.3 The Local Authority (LA)

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

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.

6. **Considering the reinstatement of a student**

The governing board will consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term
- It would result in a student missing a public examination.

If requested to do so by parents, the governing body will consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a student missing a public examination, the governing body will consider the reinstatement of the student before the date of the examination. If this is not practicable, the governing body will consider the exclusion and decide whether or not to reinstate the student.

The governing body can either:

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

In reaching a decision, the governing body will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Principal followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record.

The governing body will notify, in writing, the Principal, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the governing body's decision will also include the following:

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

7. An independent review

If parents apply for an independent review, the LA will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

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

A panel of 3 members will be constituted with representatives from each of the categories below.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

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

- Are a member of the school or governing board of the excluding school
- Are the Principal of the excluding school, or have held this position in the last 5 years
- Are an employee of the school 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 school, governing body, parents or student, 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)
- A clerk will be appointed to the panel.

The independent panel will decide one 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 when the decision is judged to be flawed)

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

8. School registers

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

- 15 school days have passed since the parents were notified of the exclusion panel's decision not to reinstate the student and no application has been made for an independent review panel, or
- The parents 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, the governing board will wait until that review has concluded before removing a student's name from the register.

Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

9. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a reintegration meeting will be held involving the student, parents, a member of senior staff and other staff, where appropriate. The student will spend half a day in internal exclusion.

In addition the following measures may be implemented when a student returns from a fixed-term exclusion

- Agreeing a behaviour contract
- On a student's first day in Inclusion they will complete reflection work and a restorative conversation with their Head of Year. This will take place during P1 and P2. Student's will return to normal lessons from P3 onwards.

10. Monitoring arrangements

The Deputy Principal monitors the number of exclusions every term and reports back to the Principal and governor. They also liaise with the local authority to ensure suitable full-time education for excluded students.

This policy will be reviewed by the Deputy Principal every year. At every review, the policy will be shared with the governing board.

11. Internal exclusion

Students will be referred to our Inclusion room for:

- persistent breaches of the school's behaviour policy
- If allowing the student to remain in lessons would impact on the education or welfare of others
- to remove a student from an incident whilst investigations are being carried out
- following a fixed term exclusion.

11.1 Procedures:

- Students start work in Inclusion at 9.00am
- Students are to work in silence.
- Students will have chromebooks to work from so that they are able to access their work on Google Classrooms for each of their lessons.
- **For each period the Register must be completed.**

11.2 Breaktime and Lunchtime

Student will have a different time for break time and lunchtime which are as follows:

- Students have a toilet break at **10.00am** which is during their break time from 9.55-10.15am
- All students are escorted to break by the member of staff in Inclusion at 9.55am
- Students will also have the opportunity to have a drink and small snack at this time in the dining area.
- All students are escorted to lunch by the member of staff in Inclusion at 11.35am.
- Students are supervised at all times during their lunch in the dining area.
- Toilet breaks will also be supervised.
- Students and staff return to Inclusion by 12.10pm

- Students resume work at 2.50pm and are escorted to the main reception by the member of staff in Inclusion.
- Any student failing to meet the required standards and expectations will complete an additional day in Inclusion.

12. Managed Moves

In Birmingham all secondary schools are members of a specific network according to their geographical location. Holyhead is part of the North West Network (NWN).

The NWN of schools operates a group called a Sharing Panel which meets once a month. School Senior Leaders attend these meetings. The role of the Sharing Panel is to help schools manage challenging and disruptive student behaviour. A key part of the Sharing Panel process is to co-ordinate Managed Moves for students referred to the Sharing Panel by a school.

12.1 What is a Managed Move

A Managed Move is a *'move to another school to enable the student to have a fresh start in a new school.'*

A student may be recommended for a Managed Move for a variety of reasons, including those who are at risk of being permanently excluded. (Please see our Behaviour Policy with regard to what might constitute a Permanent Exclusion)

12.2 How is a Managed Move arranged?

At the Sharing Panel meeting will put forward the case of each Holyhead referral to the panel of school representatives and then it is hoped that one of the schools on the panel will agree to give the Holyhead student a fresh start. parent/carers must be aware that, more often than not, the schools to which a Managed Move is available may be limited e.g. Grammar schools have strict entry criteria based on academic achievement, some schools are single gender and some schools do not have capacity in certain year groups.

Following the Sharing Panel, when a new school place has been agreed, a planning meeting will be held between both schools, the parents/carers and the student. Other people who are involved in helping the student can also attend this meeting; for example an Outreach/Family Worker or a Learning Mentor

12.3 How long will a Managed Move last?

Managed Moves should NOT go on indefinitely (with the exception Of year 10 and 11). They are usually for 12 weeks (2 terms), however depending on student progress and behaviour this may be extended to a maximum of 18 weeks (three terms). By the end of the agreed placement a decision must be made as to whether the change of school is to be permanent. Both schools and the family should decide this together.

Until this decision is made the student should remain on the register of the 'home school' so they always have a school place available to them. The register must be kept up to date at the home school with the new school providing attendance information weekly.

12.4 What if things go wrong at the new school?

Parents/carers can help by keeping in regular contact with staff at the new school so that

any difficulties can be addressed before they become too problematic. If the new school is thinking about terminating the Managed Move, a senior teacher should hold an urgent review meeting with both schools and the family. If the Managed Move is terminated this must be put in writing to parents/carers and the student should return to the home school. The home school will then work with the family to plan a new way forward.

The termination of a Managed Move does not automatically result in the student returning to Holyhead. The school has the right to arrange alternative provision or to exclude be it temporary or permanent. Each student's case will be considered on an individual basis.

Holyhead will always endeavour to fully support your son/daughter so that they are happy and have every opportunity to achieve at school. Holyhead must however also consider the safety of other students and staff which may be compromised by the behaviour of your son/daughter.

13. The Link

The Link is Holyhead's 'Wave 3' intervention and is only available to those Key Stage 3 students who persistently and significantly struggle to access the curriculum due to Social Emotional and Mental Health difficulties (SEMH). These SEND students will spend a minimum of one half term here, where their curriculum will be broad and balanced and delivered by subject specialists. Their SEMH needs will be met through a range of interventions such as Nurture Group and Acceptance and Commitment Therapy (ACT) as well as 1:1 counselling from the inclusion manager who is a trained counsellor. Link students will also be prioritised with regards to receiving external agency support, such as from the Educational Psychologist (EP), etc.

13.1 Aim

To provide support to our most vulnerable students by:

- Improving their ability to manage their emotions
- Improve speech, language and communication skills
- Improve relationships with peers and family
- Support the transition back to mainstream lessons
- Break cycles of poor behaviour and negative association with school in order to reflect and re-engage

13.2 Referrals

Students can only be referred to The Link by an Assistant Vice Principal who has overall responsibility for the student. Parental consent must be given for a referral to be made. A panel which includes the school's SENCO, the Inclusion Manager and an Assistant Vice Principal will consider if the student's needs can be met in the Link before offering a place.

13.3 Staffing

There will always be two members of staff in The Link, one of these will be either the Inclusion Manager, a HLTA or the SENCO and the subject specialist.

13.4 Curriculum

The students will follow a curriculum that involves the following subjects, although this is subject to change depending on the student's needs:

- English, Maths, Science, Humanities, Personal Development Programme, PE, Food and Nutrition, Art and Design and Performing Arts. This curriculum is also supplemented with Team Building activities through the media of, Mindfulness, Nurture, The Zones of Regulation and ACT

There will also be Individual intervention which will involve work with the Educational Psychologist and SALT.

The Inclusion Manager (and SENCo when necessary) will also act as a key point of contact for parents and carers of students in The Link and Support and signpost parents and carers.

14. Links with other policies

This Exclusions Policy is linked to our

- Behaviour policy
- SEND information report
- SEND Policy
- Child protection and Safeguarding
- Equal Opportunity

To be reviewed: Autumn 2022
Policy Lead: D Wright, D Reddy

15. Appendices

Appendix 1

Independent review panel training

The LA must ensure that all members of an independent review panel and clerks 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 exclusions, which would include an understanding of how the principles applicable on 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

Parental agreement for a managed move

Parents / Carers Pre-Referral Contract

As the Parents/Carers of it has been fully explained to me:

- Why my child will be referred to the next North West Sharing Panel
- That my child will be placed by the Panel into what they consider to be the most appropriate provision. This provision will be another school in the North West Network of schools unless otherwise agreed
- The decision of the Panel will be final and a refusal to take up a placement will be treated as a preventative strategy declined by myself as Parents / Carers
- The next Sharing Panel meeting is on _____ and I will be informed of the Panel decision within two working days
- The placement will be supported by Panel and a named member of staff

As Parents/Carers I/we agree to proceed with a Managed Move placement for my/our child.

Signed: _____ Parent/Carer Date: _____

Signed: _____ Referral School/PRU Date: _____

Parental agreement for the link

The Link

Consent Form

In signing this document I, the parent consent that:

- My child will attend The Link for an initial six weeks intervention programme
- I acknowledge my child will be accessing a core curriculum and also taking part in a programme designed to support their social, emotional and additional educational needs
- I will attend progress review meetings with the Link manager to discuss any identified or emerging needs
- My child's punctuality and attendance will be monitored and action in accordance will be taken in line with Holyhead's policies and procedure if rates fall below school expectations
- External agencies can further assess my child in the future, potentially contributing to requesting an EHCP
- I understand that my child's behaviour will be monitored and in line with Holyhead School's behaviour policy and any serious infractions may lead to the termination of my child's placement in The Link

I, the parent/carer of _____, Year _____ Tutor Group _____, have read the information contained within the attached letter and do give my consent for him/her to attend 'The Link' for a 6 week programme in accordance with the arrangement explained in the letter and during the initial meeting to discuss my child.

Parent signature: _____ **Date:** _____

Student signature: _____ **Date:** _____

1. 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. They apply to all maintained schools, academies (including alternative provision academies, but excluding 16-19 academies) and PRUs.

Please note that 'governing board' is used in this appendix to include the governing board of a maintained school and the management committee of a PRU or academy trust.

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.

2. Legal Framework

2.1 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'

3. Application of arrangements

3.1 All exclusions occurring between 25 September 2021 and 24 March 2022 (inclusive) are subject to amended arrangements with regards to:

- the use of remote access technology for meetings related to exclusions
- the deadline for applications for an independent review
- timescale amendments, under certain circumstances

3.2 Meetings relating to exclusions occurring between 25 September 2021 and 24 March 2022 will take place within the normal timescales as set out in the main body of the policy

3.3 The deadline for applications for an independent review in relation to permanent exclusions occurring from 25 September 2021 has been reinstated to normal statutory exclusions, which is 15 days from the date on which notice of the governing board's decision is given in writing to parents, or directly to the student if they are 18 or above.

3.4 The governing board and arranging authorities for independent review panels will meet the normal timescales for exclusions occurring after 25 September 2021. In doing this, they will:

- * Consider the DfE's Schools COVID-19 operational guidance,
- * Facilitate remote access meetings where it is not reasonably practicable to meet in person.

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.

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

4. Deciding whether a meeting should be held remotely

4.1 For exclusions occurring between 25 September 2021 and 24 March 2022, meetings of the governing board or IRP 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.
- The governing board (or arranging authority if the meeting is an IRP) is satisfied that:
 - 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.

4.2 The governing board (or arranging authority if the meeting is an IRP) will be responsible for ensuring these conditions are met before a meeting takes place.

4.3 When determining whether it would be reasonably practicable to meet in person, the governing board or arranging authority will assess:

- The facts of the case.
- The circumstances in which a meeting could be expected to take place.
- The needs of the intended participants.
- The latest public health guidance.

5. Arranging a remote access meeting

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

5.2 Students 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.

5.3 Where a parent or student 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.

5.4 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.

- 5.5 Governing boards, arranging authorities and panel members will comply with equalities legislation and recognise that some participants may find it difficult to participate in a remote access meeting, e.g. if they have SEND or EAL.
- 5.6 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.
- 5.7 Once the meeting starts, if it cannot proceed fairly (e.g. if a participant cannot access it), the meeting will be adjourned.
- 5.8 The use of remote access will not alter any other procedural requirements that apply during the meeting.
- 5.9 Though written representations will be considered, solely paper-based meetings will not be permitted.
- 5.10 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.

6. Applications for independent reviews of exclusions

- 6.1 Where the governing board declines to reinstate a student who has been permanently excluded, their parents (or the student if they are 18 or over) can apply for a review of this decision.
- 6.2 For exclusions covered under these arrangements, the deadline for applications **has been reinstated to 15 school days** from the date on which notice in writing of the governing board's decision was given to parents (or the student if they are aged 18 or over).
- 6.3 The school will wait for the period of **15 school days** to pass without an application having been made before deleting the name of the permanently excluded student from the admissions register.

7. Meetings to consider permanent and fixed-term exclusions

- 7.2 If it has not been reasonably practicable for the **review panel to meet in person within 15 days due to coronavirus, and it has not been possible to hold a remote meeting, 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. If deadlines are missed because of coronavirus, the meeting will be held as soon as it becomes reasonably practicable to meet either in person or via remote access.**
- 7.3 If a student receives a fixed-term exclusion which results in them having been excluded for at least **16 or more days in a term, the governing board will try to review the exclusion within 15 school days.**
- 7.4 If it has not been reasonably practicable for the governing board to meet in person within **15 school days due to coronavirus, and it has not been possible to hold a remote meeting, 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. If deadlines are missed because of coronavirus, the meeting will be held as soon as it becomes reasonably practicable to meet either in person or via remote access.**
- 7.5 **If a student receives a fixed-term exclusion which results in them having been excluded for at least 6 days in a term but not more than 15 school days in that term, and the parent (or student if they are 18 or over) chooses to make representations about the exclusion, the governing board will meet to discuss reinstatement with 50 school days.**

7.6 If it has not been reasonably practicable for the governing board to meet in person within 50 school days due to coronavirus, the meeting will be held as soon as it becomes reasonably practicable to meet either in person or via remote access.

8. Monitoring and review

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