

Suspension and Exclusion Policy	
Policy Ref:	Gen 016
Status	Statutory and for adoption and use by all academies
Purpose	
Committees	Trust Achievement, Improvement and People Strategy Committee
Other linked policies	Gen 016 Suspension and Exclusion Policy Appendices 2501 Gen 005 Behaviour Policy 2407 School specific Behaviour Policy School's specific Social, Emotional and Mental Health (SEMH) Policy School SEND Policy
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Statement of intent

At **Victorious Academies Trust** we understand that good behaviour and discipline is essential for promoting a high-quality education.

Suspension is a disciplinary sanction within a wide range of approaches to creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected.

Responsibility for establishing individual school Behaviour Policy lies with the Headteacher/Principal with oversight from the school LGB. This Suspension and Exclusion Policy sits alongside the relevant individual School's Behaviour Policy.

Permanent exclusion will only be used as a means of last resort.

Our Trust has created this policy to clearly define the legal responsibilities of the Trust, Headteachers/Principals and **local governing boards** when responding to pupil suspensions and permanent exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a pupil's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

A "**suspension**" is defined as the temporary removal of a pupil from a school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting themselves at risk of permanent exclusion.

A "**permanent exclusion**" is defined as the permanent removal of a pupil from a school:

- 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 such as staff or pupils in the school.

In line with our **Trust** vision and values:

- We are committed to valuing diversity and equality of opportunity;
- We are committed to providing guidelines to promote environments that ensure pupils, parents and staff are treated fairly and with respect;
- We aim to promote a partnership between parents and our school to reinforce our school's expectations;
- We aim to protect the rights and interests of children involved with schools across our Trust; and
- We require Headteachers/Principals and senior leaders at schools across our Trust to read and follow this policy and guidance and also to read DfE statutory guidance on school suspension and exclusion of a pupil.

The overall aims of this policy are to:

- To include not exclude;
- To challenge behaviour in a supportive and positive way;
- To use all accessible information to provide intelligence to develop strategies to support individuals to succeed;
- To work with parents and agencies to support improvement in behaviour in order to avoid suspension or exclusion; and
- Where exclusion is necessary to ensure that exclusion decisions are compliant with statutory requirements and minimise risk to our Trust and our schools from being overturned by an Independent Appeal Panel.

In developing and implementing this policy, our trust will be guided by information referenced in DfE guidance on Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

[Suspension and permanent exclusion guidance](#)

Legal framework

1. This policy has due regard to all relevant legislation including, but not limited to, the following:
 - Education Act 1996
 - Education Act 2002
 - Education and Inspections Act 2006
 - The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
 - Equality Act 2010
 - The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023
 - The European Convention on Human Rights (ECHR)
 - DfE Keeping Children Safe in Education (2024)
2. This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
 - DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
 - DfE (2022) 'Behaviour in Schools'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2016) 'Behaviour and discipline in schools'



- DfE (2018) 'Mental health and behaviour in schools'
3. This policy operates in conjunction with the following individual school policies:
- Individual School Behaviour Policy (SEND) Policy
 - Anti-bullying Policy
 - Pupil Code of Conduct
 - Special Educational Needs and Disabilities
 - Social, Emotional and Mental Health (SEMH) Policy
 - Child Protection and Safeguarding Policy

Roles and responsibilities

4. The **local authorities** where our Trust operates are 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.
 - Arranging required hearings without delay at a time, date and venue convenient for all parties.
 - Ensuring the independent review panel typically consists of three members, which represent the required categories.
 - Ensuring all panel members and the clerk have received training within the two years prior to the date of the review.
5. The **Trust** is responsible for supporting the local authorities with:
- 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.
 - Arranging the hearing without delay at a time, date and venue convenient for all parties.
 - Ensuring the independent review panel consists typically of three members, which represent the required categories.
 - Ensuring all panel members and the clerk have received training within the two years prior to the date of the review.
 - If requested by parents, appointing a SEND expert to attend the panel and covering the associated costs of this appointment.
6. Our **Trust** is also responsible for:
- Arranging for an independent review panel hearing to review the decision of the **local governing board** not to reinstate a permanently excluded pupil where required.
 - Arranging for the independent review panel hearing to be held via remote access where requested by parents.
7. With support from our Trust the **local governing board** is responsible for:
- Providing information to the Secretary of State, LA and Trust about any suspensions and exclusions within the last 12 months.



- Arranging suitable full-time education for any pupil of compulsory school age who is suspended – including commissioning of alternative provision for pupils excluded for a continuous period of more than 5 days.
- Meet to considering reinstatement of pupils suspended for more than 15 days in a single term and permanent exclusions - within 15 school days of receiving notice if the appropriate requirements are met. Reinstatement of a suspension already served takes the form of removal of reference to the period of suspension from the child's school record.
- Consider reinstatement where a suspension or exclusion would result in a pupil missing a national test, considering the suspension or permanent exclusion before the testing date and including consideration of potential alternative arrangements for the pupil to take part in testing.
- Consider parents' representations about suspensions of more than 5 but less than 16 days in a single term. NOTE in the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil. Reinstatement of a suspension already served takes the form of removal of reference to the period of suspension from the child's school record.
- Consider parents' representations about a suspension which does not bring the pupil's total number of days of suspension to more than five in a term. In these circumstances, the panel cannot direct reinstatement and is not required to arrange a meeting with parents.
- Arranging all necessary meetings at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Arranging for meeting to take place via remote access where requested by parents or excluded pupils aged 18 and over.
- Adhering to its responsibilities as set out in the DfE Guidance to consider the reinstatement of pupils.
- Considering the interests and circumstances of the suspended or excluded pupil, including the circumstances in which they were suspended or excluded, and have due regard to the interests of others at the school.
- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to a suspension or permanent exclusion.
- Ensuring clear minutes are taken of all meetings concerning suspension and permanent exclusion.
- Noting the outcome of panel meetings on the pupil's education record, along with copies of relevant papers for future reference.
- Notifying the pupil's parents, the Headteacher and LA of panel decisions and the reasons for it, without delay.
- Appointing a clerk to provide advice to the relevant panel and parties to the process on procedure, law and statutory guidance on suspensions and exclusions.
- Where appropriate, informing parents of how to apply for an independent review panel.
- Informing parents of relevant sources of information.
- Ensuring a pupil's name is removed from the school admissions register, where appropriate.
- Reconvening within 10 school days to reconsider reinstatement of a pupil where directed to do so by an Independent Review Panel.
- Using data to evaluate the school's practices regarding intervention, suspension and permanent exclusion.

8. The **clerk to the suspensions and exclusions review panel** is responsible for:

- Informing the appropriate individuals that they are entitled to:
 - Make written representations to the panel.



- Attend the hearing and make oral representations to the panel.
- Be represented at a governance panel meeting.
- Arranging circulation of copies of relevant papers at least five school days before the review to all parties.
- Sharing details of those attending and their roles, with all parties once the position is clear.
- Attending the governance panel meeting and ensuring that minutes are produced within the timeframe of the policy.

9. Each **Headteacher / 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 suspensions and permanent exclusions.
- Applying the civil standard of proof when establishing the facts in relation to a suspension or permanent exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the suspension or permanent exclusion process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.
- Considering any contributing factors that are identified after an incident of unacceptable behaviour has occurred, e.g. if a pupil has suffered bereavement, experienced 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 suspensions and permanent exclusions as sanctions, e.g. if a pupil has received multiple suspensions or is approaching the legal limit for suspensions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, those eligible for FSM, LAC and those with relevant protected characteristics.
- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Determining whether a pupil will be suspended or permanently excluded on disciplinary grounds.
- Adhering to their responsibilities when cancelling an exclusion before the governing board has met to consider whether the pupil should be reinstated. Withdrawing any suspensions or permanent exclusions that have not been reviewed by the governing board, where appropriate.
- Ensuring any decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to suspend or exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following a suspension or exclusion.
- Making the decision to suspend or permanently exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Notifying a pupil's parents without delay where the decision is taken to suspend or permanently exclude the pupil, including the days on which the parents must ensure the pupil is not present in a public place at any time during school hours, as well as any other necessary information statutorily required.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the governor responsible and LA of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.



- Provide monitoring data and information concerning pupils on part-time timetables, pupil movement (including managed moves and alternative provision) suspensions and permanent exclusions to the **local governing board** once per term in the headteacher's report to governors. Information should protect personal identification of pupils and provide sufficient depth to support governance oversight of the application of school behaviour policy including consideration of impact relative to protected characteristics.
- Organising suitable work for pupils during the first 5 days of suspension or exclusion; arranging and alternative provision for continued education from the sixth consecutive day of a suspension.
- Ensuring notification to the LA of a permanent exclusion to trigger LA response to pick up its responsibility for continuous education from the sixth day of following a permanent exclusion.

Grounds for suspension or exclusion

10. Schools will only suspend or permanently exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.
11. The following examples of behaviour may underline the school's decision to suspend or exclude a pupil (this list is not exhaustive and is intended to offer examples rather than to be complete or definitive):
 - Physical assault against a pupil
 - Physical assault against an adult
 - Verbal abuse or threatening behaviour against a pupil
 - Verbal abuse or threatening behaviour against an adult
 - Use, or threat of use, of an offensive weapon or prohibited item
 - Bullying
 - Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse
12. Pupils can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, pupils can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

The Headteacher/Principal's power to suspend and exclude

13. Only the **Headteacher/Principal** has the power to suspend or permanently exclude a pupil from the school and is able to decide whether either a suspension or permanent exclusion is appropriate. All suspensions and permanent exclusions will only be issued on disciplinary grounds.
14. A **Headteacher/Principal** is able to suspend pupils where their behaviour is disruptive during lunchtime. Each lunchtime suspension will be counted as half of a school day. The **Headteacher/Principal** is also able to consider a pupil's behaviour outside of the school premises as grounds for suspension or permanent exclusion, in accordance with the school's Behaviour Policy.
15. When sending a pupil home following any suspension or permanent exclusion, the **Headteacher/Principal** will ensure that they exercise their duty of care at all times and will always inform the parents.
16. Any decision made to suspend or permanently exclude a pupil will be lawful, reasonable, fair and proportionate, with respect to legislation relating directly to suspensions and permanent exclusions



and the school's wider legal duties, including the ECHR. At all times, the **Headteacher/Principal** will consider 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 grounds of protected characteristics, e.g. race, sex, or disability, and will not increase the severity of a pupil's suspension or permanent exclusion on these grounds.

17. A **Headteacher/Principal** will apply the civil standard of proof when responding to the facts relating to a suspension or exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.
18. A **Headteacher / Principal** may cancel any suspension or permanent exclusion that has already begun, or one that has not yet begun; however, this power will only be used if the suspension or exclusion has not already been reviewed by the governing board.
19. Where a suspension or permanent exclusion is cancelled, a **Headteacher/Principal** will notify the pupil's parents, the local governing board, the Trust, the LA, and, where relevant, the virtual school head (VSH) and the pupil's social worker. The notification will also provide the reason for the cancellation. The **Headteacher/Principal** will offer the pupil's parents the opportunity to meet with the **Headteacher/Principal** to discuss the circumstances that led to the cancellation of the suspension or permanent exclusion, and the pupil will be allowed back into school without delay.
20. When a suspension or permanent exclusion is cancelled, the **local governing board's** duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.
21. Any days spent out of school as a result of a suspension or permanent exclusion prior to it being cancelled will count towards the maximum 45 school days permissible over an academic year. A permanent exclusion will not be cancelled if the pupil has already been suspended (including any school days lost due to a rescinded permanent exclusion) for more than 45 school days in an academic year or if they will have been so by the time the cancellation takes effect.
22. A **Headteacher/Principal** will report the number of suspensions and permanent exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to their **local governing board** once per term, to enable their **local governing board** to have appropriate oversight. This information will also be shared with the Trustees.
23. A **Headteacher/Principal** will not issue any 'informal' or 'unofficial' suspensions, e.g. sending a pupil home to 'cool off', regardless of whether the parents have agreed to this. The **Headteacher/Principal** will not use the threat of suspension or permanent exclusion as a means of instructing or encouraging parents to remove their child from the premises or form the school roll.
24. All suspensions and permanent exclusions will be formally recorded on the Trust / school's pupil information system.

Factors to consider when suspending or excluding a pupil

25. When considering the suspension or permanent exclusion of a pupil, a **Headteacher/Principal** will:
 - Request and review information from all parties involved in and witnesses to the behaviour incident under review – encouraging written witness statements including appropriate use of photographic evidence.



- Allow the pupil the opportunity to present their case once evidence has been collected.
 - Allow the parent(s) the opportunity to contribute their views on the impact of a potential suspension or permanent exclusion.
 - Consider any contributing factors that are identified after a case of unacceptable behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bullying.
 - Take into consideration whether the pupil has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
 - Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess pupils who demonstrate consistently poor behaviour.
26. A **Headteacher/Principal** will consider what extra support may be available for pupils with vulnerabilities which are characterised by groups with higher than overall average suspension and exclusion rates, to reduce their risk of suspension or exclusion. Particular regard will be given to the following – LAC pupils, pupils eligible for FSM, pupils with SEND and to any other particular groups identified through national or local data analysis as more likely to be suspended or permanently excluded from schools.
27. The **Headteacher/Principal** will actively seek to avoid suspension or permanent exclusion of pupils with SEND and those with acknowledged vulnerabilities and characteristics. The Headteacher/Principal will promote active engagement and partnerships between the school, parents and relevant external agencies at the earliest possible stage to minimise the risk of suspension or permanent exclusion. This will include engagement with the Virtual School Head to support children within the 'Looked After Children' category, and appropriate partners individually or in a multi-agency setting. School systems and processes will support early assessment and support relative to individual needs. The **Headteacher/Principal** will encourage the use of Individual Behaviour Plans using the graduated response approach outlined in each school's Behaviour Policy. and / or request an EHC Plan Review. School systems and processes will support early identification of additional needs and support for EHC Plan referrals.
28. The **Headteacher/Principal** will ensure active engagement of school staff in delivery and impact assessment of EHC Plans and positive contributions by the SEND Team working in partnership with parents and with all agencies party to the EHC Plan. Active steps will be taken to minimise the risk of suspension or permanent exclusion. Concerns regarding the behaviour of a pupil with an EHC Plan will be raised at the earliest possible stage – including through use of the provision for early EHC Plan reviews where there is significant risk of behaviour sanction. Suspension or permanent exclusion of a child with identified SEND will only be considered where such sanctions are considered necessary and proportionate.
29. Where a pupil with identified SEND is excluded, detailed records will be kept highlighting that these pupils are closely tracked and showing that the school has a close relationship with the pupil's next destination.
30. Each **Headteacher/Principal** will work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.

Preventative measures

31. Before taking a decision to permanently exclude, the **Headteacher/Principal** will consider whether it is in the best interests of all parties to initiate off-site direction to alternative provision or to engage with parents concerning a managed move as preventative measures to exclusion.

Off-site direction

32. The **Headteacher / Principal, with oversight from the LGB** should arrange for any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision intended to improve their behaviour.
33. The **local governing board** and the **Headteacher/Principal** will decide, in consultation with the pupil and their parents, whether off-site direction is an appropriate solution to manage a pupil's behaviour and avoid lengthy suspension or permanent exclusion. Where all parties agree to this course of action, the school will work with the pupil and their parents to discuss and agree a plan for the off-site direction, including a proposed maximum period of time that the pupil will be at the alternative provision and any alternative options that will be considered once the time limit has been reached, e.g. managed moves.
34. The **Headteacher / Principal** will notify parents, and the LA if the pupil has an EHC plan, in writing with information about the placement no later than two school days before the relevant day.
35. The school will keep any off-site placements under review by holding review meetings at intervals deemed appropriate by the **Headteacher / Principal** with oversight from the school **local governing board** will ensure, where possible, that review meetings are convened at a time suitable for the pupil's parents and will invite parents in writing to each review meeting no later than six days before that date. Where parents request, in writing, that the governing board hold a review meeting, the governing board will arrange review meetings in response, as soon as is reasonably practicable, unless there has been a review meeting in the previous 10 weeks.
36. The **Headteacher / Principal with local governing board oversight** will decide at each review meeting whether the arrangement will continue and for what period of time; the meeting will also decide arrangements for further reviews. Reviews will be recorded in writing, including any decisions made regarding the placement.

Managed moves

37. Where it is thought to be in a pupil's best interest to transfer them to another mainstream school permanently, the **Headteacher/Principal** and **local governing board** will discuss this with the parents of the pupil, and with the LA if the pupil has an EHC plan – a managed move will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.
38. The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. The school will participate in information sharing with the pupil's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. The school will also cooperate with the pupil's new school to create an effective integration strategy.
39. **Parents** who have concerns that a managed move is being forced on them or who are unhappy with

a managed move will be referred to the Complaints Policy and Procedure.

Duty to inform parents

40. Where a serious breach of the school's behaviour policy occurs, the **Headteacher/Principal** will gather information from the child concerning their understanding of the incident to inform their decision-making regarding sanction. The child's views regarding the sanction should also be gathered where this is possible. Where a child is suspended or permanently excluded, the **Headteacher / Principal** will immediately inform the parents, in person or by telephone. Where the Headteacher/Principal needs to collect more detailed evidence concerning an incident to determine whether further sanction may be required, the child and their parent will be advised of this and asked for their views on the potential impact of further suspension or permanent exclusion.
41. The **Headteacher/Principal** will at the very earliest opportunity, inform the parents in writing (including by electronic means if written permission has been received from the parents for notices to be sent this way) of the following:
 - The reasons for the suspension or permanent exclusion
 - The length of the suspension or permanent nature of the exclusion
 - Their right to raise any representations about the suspension or permanent exclusion to the **local governing board**, including how the pupil and parent(s) will be involved in this and how the representations will be made
 - Where a governor consideration of reinstatement is required - parent right to make a request to hold the meeting via remote access and how this request can be made
 - Where a governor consideration of reinstatement is required - parent right to make representations to and or to attend a meeting with governors and the fact that they are able to bring an accompanying individual
 - The arrangements that have been made for the pupil to continue their education including arrangements concerning the organisation of any alternative provision in circumstances of permanent exclusion or suspension of more than 5 days and/ arrangements for the pupil's return to school
 - Relevant sources of free, impartial information
42. Where the pupil is of compulsory school age, the **Headteacher/Principal** will inform the parents by the end of the afternoon session (as far as this is practically possible) that for the first five days of the suspension or permanent exclusion (or until the start date of any alternative provision or the end of the suspension, 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.
43. Where a **Headteacher/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
44. Where a **Headteacher/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. If the alternative provision is

due to begin before the sixth day of the suspension or exclusion, the headteacher is able to give less than 48 hours of notice, with parental consent.

45. If a **Headteacher/Principal** has decided to suspend the pupil for a further fixed period following their original suspension, or to permanently exclude them, they will notify the parents without delay and issue a new suspension or permanent exclusion notice to parents to take effect immediately following the initial period of suspension.

Duty to inform the governing board, the Trust and the LA

46. Each **Headteacher/Principal** will inform their LGB Chair and the Trust without delay, of the following:
- Any permanent exclusions (including where a suspension is followed by a decision to permanently exclude the pupil)
 - Any suspensions which would result in the pupil being suspended for more than 5 school days in a term (or more than 10 lunchtimes)
 - Any suspensions or exclusions which would result in the pupil being absent from an examination or national curriculum test
47. For any suspensions and permanent exclusions, other than those above, the **Headteacher/Principal** will notify the **local governing board** and Trust once per term.
48. The **Headteacher/Principal** will inform the LA of all suspensions and permanent exclusions, regardless of their length, without delay.
49. All notifications to the **local governing board** and Trust will include the reasons for suspension or exclusion and the duration of any suspension and information regarding any protected characteristics or identification as being part of a particular groups of children - identified through national or local data analysis - who are more likely to be suspended or permanently excluded from schools.
50. If a pupil who is suspended or permanently excluded lives outside the local authority in which the school is located, the **Headteacher/Principal** will also notify the pupil's 'home authority'.

Duty to inform social workers and the virtual school head (VSH)

51. When a pupil has been suspended or permanently excluded, the **Headteacher/Principal** will, without delay, notify the pupil's social worker, if they have one, and the VSH, if they are a looked-after child. This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.
52. Social workers and/or the VSH will also be informed when a meeting of the **local governing board** is taking place and will be invited to attend the meeting should they wish to do so.
53. Social workers and VSHs will be allowed to join a governing board meeting or independent review panel via the use of remote access, as long as the arranging authority is satisfied, they will be able to participate effectively, they can hear and be heard throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent.

Arranging education for suspended and permanently excluded pupils

54. For suspensions of 5 school days or less or for the first 5 days of a longer suspension or a permanent



exclusion it is usual for schools to set work for completion at home the school will advise arrangements for collection and return for marking – of work set by the school. For any suspensions of more than five school days, the **Headteacher / Principal** with local governing board oversight will arrange suitable full-time education for the pupil, which will begin no later than the sixth day of suspension. Where a pupil receives consecutive suspensions, these will be regarded as cumulative, and full-time education will still have to be provided through the school from the sixth day of school days lost. For permanent exclusions, the school retains responsibility for continued education for the first 5 days of exclusion and the LA is required to provide continued education on and from the sixth day of permanent exclusion.

55. There is no requirement to arrange full-time education for any pupil who is currently in their final year of compulsory education, and who does not have any further public examinations to sit.
56. The **Headteacher / Principal** with **local governing board** oversight is aware that it is beneficial to suspended and excluded pupils to begin their alternative education arrangements before the sixth day of suspension or exclusion; therefore, the **Headteacher / Principal** will always attempt to arrange alternative provision before the sixth day. Where it is not possible to arrange alternative provision during the first five days, the school will ensure that they take reasonable steps to set and mark work for the pupil.
57. If a pupil with SEND has been suspended or permanently excluded, the **Headteacher / Principal** with **local governing board** oversight will ensure that:
 - Any alternative provision is arranged in consultation with the pupil's parents, who are able to request preferences.
 - When identifying alternative provision, any EHC plan is reviewed or the pupil's needs are reassessed, in consultation with the pupil's parents.

Local governing body consideration of suspensions and permanent exclusions

58. The **local governing board** is responsible for the consideration of any representations made by parents regarding suspensions and exclusions.
59. The local governing body will work with the trust to appoint a governance panel to discharge their responsibilities for consideration of reinstatements and to consider representations made by parents.
60. In conducting its business, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school. The panel will apply the civil standard of proof, rather than the criminal standard of 'beyond reasonable doubt'.
61. Parents and, where requested, a friend or representative, and the **Headteacher/Principal**, will be invited to attend any consideration of suspensions and permanent exclusions and will be able to make representations.
62. A member of the Trust may be invited.
63. Parent(s) may choose to invite the attendance of a representative of the relevant LA. If invited, the LA representative is not allowed to make comment unless at the request of the chair of the

governance panel.

64. 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. Parents will also be able to request that the meeting is held via remote access.
65. Where it is appropriate to the pupil's age and level of understanding, the pupil will also attend a 'reinstatement consideration' meeting and will be enabled to make a representation on their own behalf if they desire to do so.
66. The Trust may appoint a governance professional to support fair and effective process.
67. The **local governing board** will work with the trust to consider the reinstatement of a pupil, where:
 - The exclusion is permanent.
 - The suspension is for a period that would individually or cumulatively result in the number of school days of suspension being more than 15 days in any given term.
 - The suspension or exclusion would result in the pupil missing a public examination.
68. In the case of a suspension where the pupil's total number of school days lost is more than 5 but less than 16 school days (this includes suspensions that exceed 15 school days by less than a whole day, e.g. one that totals 15.5 days) within a term, if parents make representations, the **local governing board** will meet to consider reinstatement of the final suspension decision within 50 school days of receiving the notice of suspension. Parents will be invited to this meeting.
69. Where a suspension will take a pupil's total number of school days out of school above five but less than 16 for the term, and parents have not made a representation, the governing board will not be required to consider the pupil's reinstatement, but it will have the power to do so if it deems it appropriate.
70. Where a suspension will bring a pupil's total number of days of suspension to less than five days in a term, the **local governing board** will consider any representations made by parents; however, the board cannot direct the reinstatement of the pupil, and it is not required to arrange a meeting with parents.
71. Where suspension or permanent exclusion would result in a pupil missing a national test, the **local governing board** will consider the suspension or permanent exclusion before the test to decide whether the pupil should be reinstated in time to take the examination. The consideration would also cover potential alternative means of ensuring that the pupil is able to sit testing – including restricted access to the school site to support sitting testing or arranging testing at another site.
72. If it is not practicable for a sufficient number of governors to consider the decision before the examination, a smaller sub-committee or the Chair of the LGB individually, will consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil in time to sit national testing.
73. When considering the reinstatement of a pupil, the governance panel organised by the **local governing board** will:
 - Only discuss the suspension or exclusion with the parties present at the meeting.



- Ask for any written evidence prior to the meeting.
- Arrange for circulation any written evidence and information to all parties, at least five school days in advance of the meeting.
- Allow pupils and parents to be accompanied by a person of their choice to the meeting and arrange for the attendance of an LA Representative if so, requested by the parent(s)
- Consider what reasonable adjustments need to be made to support the attendance and contribution of parties at the meeting.
- Identify the steps needed to enable and encourage the suspended or permanently excluded pupil to attend the meeting and speak on their behalf – as relevant to age and capacity, or how they may contribute personal views by other means if attendance is not possible.
- Consider the interests and circumstances of the suspended / permanently excluded pupil as part of their considerations.

Reaching a decision

74. After hearing all representations, the governor panel will decide in private – supported by the Clerk / Governance Professional. The panel will either:

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

75. If reinstatement would make no practical difference, e.g. if the pupil has already returned to school following a suspension or the parents make clear they do not want their child reinstated, the governor panel will still consider whether the pupil should be officially reinstated. The practical impact of a reinstatement decision in such circumstances will be to remove the reference to the suspension / permanent exclusion from the child's education record.

76. The governor panel will apply the civil standard of proof when responding to the acts relating to a suspension or exclusion, i.e. that on the 'balance of probabilities' it is more likely than not that the facts are true.

77. To reach a decision, the governor 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.
- Pay due regard to the welfare and safeguarding of the pupil and their peers, the headteacher's legal duties, and any evidence that was presented to the governing board in relation to the decision to exclude.
- Consider whether the suspension or permanent exclusion of the pupil was lawful, reasonable, and procedurally fair, considering the headteacher's legal duties and any evidence that was presented to the governance panel in relation to the decision.
- Record the outcome of the decision on the pupil's educational records, along with copies, which will be kept for at least six months.
- Make a note of their findings, where they have considered a suspension or permanent exclusion but cannot practically reinstate the pupil – to effectively remove the suspension / permanent exclusion decision for the child's education record.

Notification of considered suspensions and exclusions

78. The governance panel will notify the parents of the suspended or permanently excluded pupil, the **Headteacher/Principal**, the Trust and the relevant LA of their decision following the consideration of a suspension or permanent exclusion - in writing and without delay.
79. In the case of permanent exclusion, where the **local governing board** decides not to reinstate the pupil, they will notify the parents:
- That the pupil is not reinstated.
 - Of their right to ask for the governance panel's decision to be reviewed by an independent review panel.
 - Of the date by which an application for review must be made.
 - Of the name and address of whom the review application should be submitted to.
 - That a request to hold the meeting via remote access can be made and how to do this.
 - That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how a pupil's SEND is considered relevant to the exclusion.
 - That, regardless of whether a pupil has been identified as having SEND, the parents have a right to require the governing board 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.
80. The governance panel will also notify parents that, if they believe a suspension or permanent 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.
81. The governance panel notification of the reason for their decision will provide sufficient detail to enable all parties to understand why the decision was made.

Removing excluded pupils from the school register

82. A **Headteacher/Principal** will remove pupils from the school register if:
- 15 school days have passed since the parents were notified of the governance panel's decision not to reinstate the pupil and no application for an independent panel review has been received.
 - The parents have stated in writing that they will not be applying for an independent panel review following an exclusion.
83. If an application for an independent panel review has been made within 15 school days, the **Headteacher/Principal** will wait until the review has been determined, or abandoned, and until the **local governing board** has completed any reconsideration that the panel recommended or directed it to carry out, before removing the pupil from the school register.
84. If a pupil's name is to be removed from the register, the **Headteacher/Principal** will make a return to their 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.

85. Any return to the LA will be made as soon as the grounds for removal are met and no later than the date on which the pupil's name was removed.
86. 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.
87. 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

Independent review panel

88. The **Trust** will arrange an Independent Review Panel decision not to reinstate an excluded pupil if the parents submit their application for this within the required time frame.
89. 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 5 years
 - A **Headteacher/Principal** or individual who has been a Headteacher within the last 5 years
90. **Parents** are required to submit their applications within:
- 15 school days of the **governance panel's** notification of their decision.
 - 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.
91. Any application made outside of the above timeframe will not be reviewed. Parents are able to request an independent panel review even if they did not make a representation to, or attend, the governance panel's initial consideration of the exclusion.
92. Parents can request that independent review panels take place via remote access.
93. 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'.

Appointing a SEND expert

94. 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. 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.
95. The **Trust** will arrange 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.

96. An individual 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.
97. The **SEND expert** will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND. Examples of suitable individuals include educational psychologists, specialist SEND teachers, SENCOs and behaviour support teachers.
98. Recently retired individuals are not precluded from fulfilling this role; however, during interview, the Trust will 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.
99. 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.
100. 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 Trust will consider maintaining a list of individuals capable of performing the role of SEND expert in advance of a request.
101. 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.

The role of the SEND expert

102. 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 assessing the pupil's SEND.
103. 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.
104. 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.
105. 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.

Appointing a clerk

106. The **Trust** will decide whether to appoint a clerk to the independent review panel or make alternative arrangements to administer the Panel hearing.
107. Where a clerk is appointed, the **Trust** will ensure that the clerk did not serve as clerk to the **local governing board** when the decision was made not to reinstate the pupil.

The role of a clerk

108. The clerk's role is to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions.
109. The **clerk** will:
 - Identify, in advance of the meeting, whether the excluded pupil wishes to attend the panel hearing, taking reasonable steps to enable the pupil to feedback their views, irrespective of their attendance.
 - Identify, in advance of the meeting, whether any alleged victims of the incident(s) leading up to the exclusion wish to attend the panel hearing, taking reasonable steps to enable them to feedback their views, irrespective of their attendance.
 - Ensure that the panel is able to hear from any witnesses to the incident(s) leading to the exclusion, considering the fact that some of these people may be pupils at the school. Pupils under 18 will not be allowed to appear in person without parental consent.
 - Inform the parents, **Headteacher/Principal** and **local governing board** that they are entitled to make oral and written representations to the panel, attend the hearing, and be represented.
 - Ensure that all parties are:
 - Provided with copies of relevant papers at least five school days before the review, notifying the panel if any requested documents have not been provided in case the panel wishes to adjourn until a later date.
 - Informed about who is attending the meeting, and what their roles are.
 - Attend the review and ensure that minutes are produced in accordance with instructions from the independent review panel.
110. Where a clerk is not appointed, the **Trust** will undertake the functions outlined above.

The duties of the independent review panel (IRP)

111. The role of the IRP is to assess whether a pupil's exclusion has been lawful, reasonable, and procedurally fair and what further action might need to be taken. t'.
112. Following the review, the **IRP** will do one of the following:
 - Uphold the decision
 - Recommend that the **local governing board** reconsiders reinstatement
 - Quash the decision and direct that the **local governing board** reconsiders reinstatement
113. The IRP decision does not have to be unanimous and can be decided by a majority vote.

Conducting governing board meetings or independent review panels via remote access

114. Parents will be able to request that panel meetings are held via remote access; however, parents and pupils will be made aware that this is not the default option.
115. Where a parent or pupil makes a request correctly in line with instructions set out in the written notification to them, the local governing board or Trust will hold the meeting via the use of remote access.
116. Remote meetings and panels will be held in accordance with timelines for face-to-face meetings.
117. Where a request for a meeting to be held via remote access is not made, or the parent does not state a preference, the meeting or panel will be held in person unless it is not practicable to do so.
118. If there is a reason related to extraordinary events or unforeseen circumstances, e.g. an outbreak of an infectious illness, which means it is not reasonable for a panel meeting to be held in person, it may be held via remote access.
119. Meetings will only be held via remote access if the local governing board or Trust is satisfied that that the meeting can be held fairly and transparently. If this cannot be done, the local governing board or Trust will consult with the parent to discuss how a face-to-face meeting can be arranged that will be convenient for them.
120. If there are technological or internet issues during a remote meeting which compromises the ability for participants to be seen or heard or prevents the meeting from being held fairly and transparently and it is not reasonably practicable to resolve, a face-to-face meeting will be arranged without delay.
121. When holding meetings or panels via remote access, the local governing board or Trust will:
 - Comply with relevant equalities legislation.
 - Enable access to support which the parent is entitled to, including the presence of a friend.
 - Confirm with all participants that they have access to the technology that will allow them to participate in the meeting or panel.
 - Ensure all the participants will be able to put across their point of view and/or fulfil their function.
 - Ensure the remote meeting or panel can be held fairly and transparently.

Reconsidering reinstatement following a review

122. The IRP decision is binding. Following its review, the panel can decide to:
 - uphold the governing board's decision not to reinstate;
 - recommend that the governing board reconsiders reinstatement; or
 - quash the governing board's decision and direct that the governing board reconsiders reinstatement if it considers that the decision was flawed when considered in the light of the principles applicable to an application for judicial review.
123. Where the independent review panel directs the **local governing board** to reconsider reinstatement, they will conduct a reconsideration within 10 school days of being given notice of the review panel's decision.
124. Following an instruction to reconsider, the **local governing board** does not reinstate the pupil,



then the school will be required to make a payment of £4,000 directly to the local authority area in which the school is located. If, following reconsideration, the **local governing board** offers to reinstate the pupil, but the parents decline, no adjustment will be made to the school's budget.

125. Where the independent review panel recommends that the **local governing board** should reconsider their decision not to reinstate a pupil, they will do so within 10 school days of being given notice of the review panel's decision. If, following a recommendation to reconsider, the **local governing board** does not offer to reinstate the pupil, it will not be subject to a financial adjustment.
126. Following reconsideration, the **local governing board** will notify the parents, **Headteacher/Principal** and Trust-of their reconsidered decision and the reasons for this.

Reintegration meetings

127. After a suspension or where a pupil was reinstated by a governance panel, parents and the pupil may be invited to a reintegration meeting with a senior member of the school staff.
128. The behaviour leading to the exclusion and targets for improvement will be discussed. Any support available will also be detailed. A written record of the meeting will be made. Headteachers/Principals may wish to establish an Individual Support Plan or Behaviour Contract and will want to reiterate the Behaviour Policy, Home School Agreement and any other relevant school policies and procedures.

Behaviour outside of school.

129. It is expected that pupils behave in line with the Trust and school's expectations.
130. Unacceptable behaviour in such circumstances as school trips and sports events will be dealt with as though they had taken place in school.
131. Any situation that could bring our Trust or a school into disrepute will be dealt with in line with each school's behaviour policy or other Trust or school policies as appropriate.

Removal from school for other reasons

132. This policy relates exclusively to school days lost relative to suspensions and permanent exclusions – not to any other circumstances such as days lost due to medical circumstances.

Criminal investigations

133. A **Headteacher/Principal** will not postpone taking a decision to suspend or exclude a pupil due to a police investigation being underway, or any criminal proceedings that are in place.
134. Particular consideration will be given by the **Headteacher/Principal** when deciding to suspend or exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.
135. If the **local governing board** is required to consider the **Headteacher/Principal's** decision in these circumstances, they will not postpone the meeting and will decide based on the evidence available.

Training requirements

136. The **Trust** will ensure that all independent review panel members and clerks to IRPs have received training within the two years prior to the date of the review. Training will cover:
- The requirements of the legislation, regulations and statutory guidance governing suspensions and exclusions.
 - The need for the panel to observe procedural fairness and the rules of natural justice.
 - The role of the chair of a review panel.
 - The role of the clerk to a review panel.
 - The duties of Headteachers/Principals, **local governing boards** and the panel under the Equality Act 2010.
 - The effect of section 6 of the Human Rights Act 1998 and the need to act in a manner compatible with human rights protected by that Act.
137. Clerks will also have an up-to-date understanding of developments in case law which are relevant to suspension and exclusion.

Using data

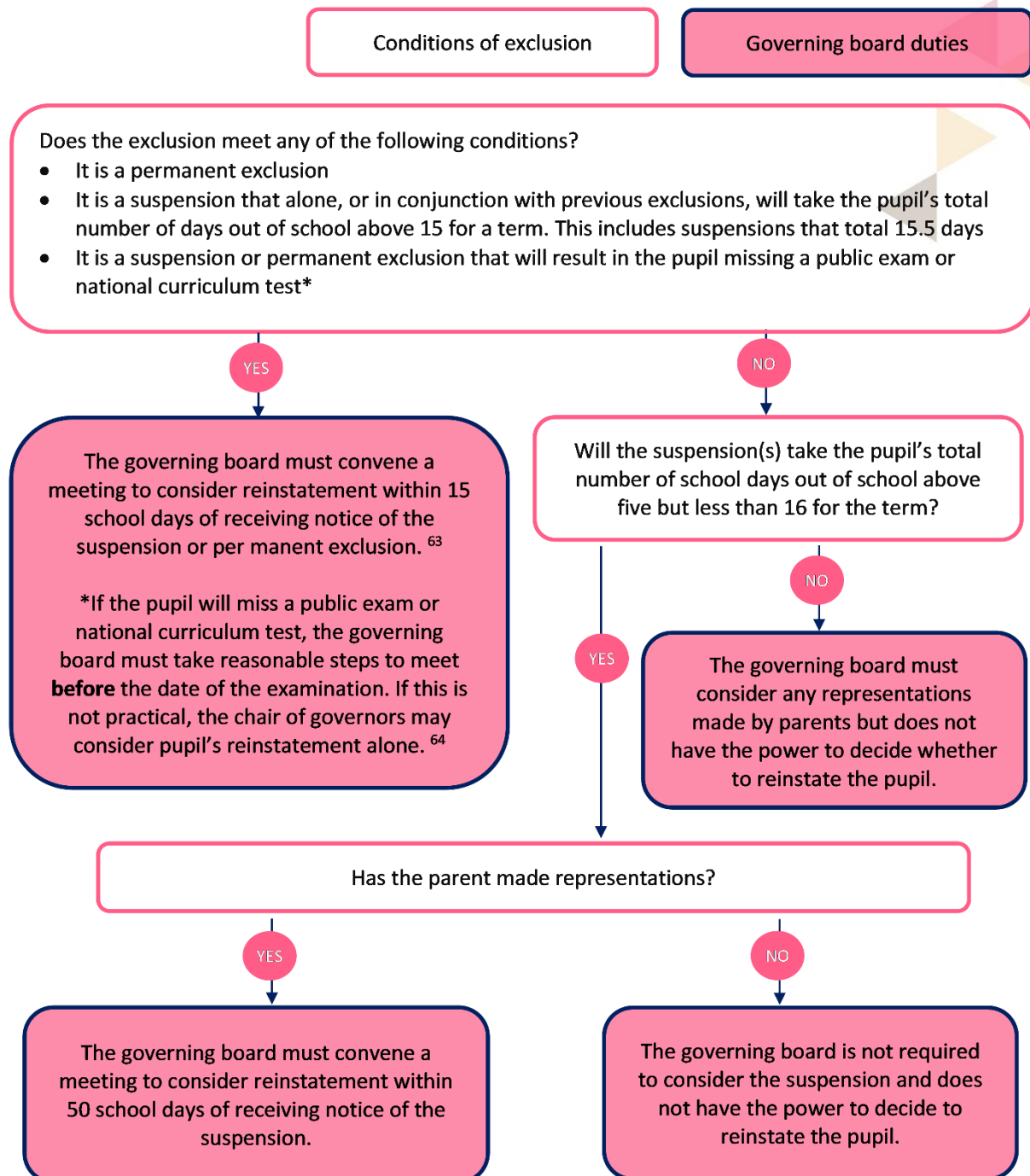
138. Each **Headteacher/Principal** will ensure that all data regarding suspensions and exclusions is collected and provided to their **local governing board** on a termly basis. **Local governing boards** will review this data regularly in order to:
- Consider the level of pupil movement and the characteristics of pupils who are moving on to identify any patterns including with specific regard to any patterns concerning individual or group characteristics to evaluate equality considerations
 - To review permanent exclusions data to identify any matters including with specific regard to any patterns concerning individual or group characteristics to evaluate equality considerations.
 - Gather information on pupils who are off-rolled and those who are on the roll but attending education off-site.
 - Consider school data in the light of comparator data from across the trust and national data as is available.
 - Consider the effectiveness and consistency in implementing the Behaviour Policy.
 - Understand any variations in the rolling average of permanent exclusions to ensure they are only used when necessary and as a last resort
 - Gather information on where pupils are receiving repeat suspensions.
 - Evaluate evidence of impact of interventions in place to support pupils at risk of suspension and exclusion, including where there are patterns which may indicate that certain policies and support measures are or are not working.
- Review evidence of school analysis of impact of directed off-site alternative provision to assure that the education is achieving its objectives.

139. **Trustees** will use this data to determine whether there are any patterns of suspensions and exclusions across the Trust.

Monitoring and review

140. This policy is reviewed **annually** by the **CEO and Trustees**. All changes to this policy are communicated with all staff and the relevant stakeholders.
141. All members of staff will be required to familiarise themselves with this policy as part of their induction.

A summary of the governing board's duties to consider reinstatement ⁶²



⁶² Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶³ The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶⁴ The ability for a chair to review in the case of public exams refers only to maintained schools.

A summary of the governing board's duties to consider reinstatement ⁶⁵

1. Is it a permanent exclusion?

If the answer is yes, the governing board must convene a meeting to consider reinstatement within 15 school days of receiving notice of the permanent exclusion.

If the answer is no, go to step 2.

2. Is it a suspension that alone, or in conjunction with previous suspensions / permanent exclusions, will take the pupil's total number of days out of school above 15 for a term?

If the answer is yes, the governing board must convene a meeting to consider reinstatement within 15 school days of receiving notice of the suspension. This includes suspensions that exceed 15 school days by less than a whole day, e.g. one that totals 15.5 days.

If the answer is no, go to step 3.

3. Is it a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test?

If the answer is yes, the governing board must convene a meeting to consider reinstatement within 15 school days of receiving notice of the suspension or permanent exclusion. The governing board must also take reasonable steps to meet before the date of the examination. If this is not practical, the chair of governors may consider a pupil's reinstatement alone.

If the answer is no, go to step 4.

4. Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

If the answer is yes, go to step 5.

If the answer is no, the governing board must consider any representations made by parents⁶⁶ but does not have the power to decide whether to reinstate the pupil.

5. Has the parent made representations?

If the answer is yes, the governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

If the answer is no, the governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.

⁶⁵ The governing board may delegate its functions to consider an exclusion to a designated committee.

⁶⁶ Parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

End