



WILDS LODGE
SCHOOL

WILDS LODGE SCHOOL SUSPENSIONS AND PERMANENT EXCLUSIONS POLICY

Date of issue: September 2025

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Next Review Date: September 2026

Wilds Lodge School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its learners and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: ACCEPT

- Authenticity
- Connection
- Curiosity
- Empowerment
- Positivity
- Tolerance

While this current policy document may be referred to elsewhere in Wilds Lodge School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not

- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to ‘employees’, the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Wilds Lodge School.

The policy documents of Wilds Lodge School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

1. Suspension and Exclusion Definitions

In line with the updated guidance for the maintained education sector, **School suspensions and permanent exclusions**, this document uses the terms “suspension” and “permanent exclusion”.

A suspension is a “temporary-restricted” or “temporary-up-to-45-days” (as explained below) suspension, and an exclusion is a “permanent” exclusion.

- for a learner not to attend the School for a defined period of time, usually counted in full days.
- A **temporary-up-to-45-days** is one that has an end date at an accumulated 45 school days’ exclusion for the individual learner in a school year, the aim of which is to allow for the conclusion of more complex investigations or other necessary activities the length of which cannot be defined, and which will be concluded within that period of an accumulated 45 days at the earliest practicable opportunity. The purpose of utilising such an exclusion is to avoid having to use multiple, shorter temporary exclusions, where this would create additional uncertainty for those involved.
- A **permanent** exclusion is the required ending of a learner’s place at the School marked by the removal of their name from the School roll.

‘Informal’ or ‘unofficial’ suspensions: the school does not adopt the practice of ‘Informal’ or ‘unofficial’ suspensions, such as requiring a learner to go home ‘to cool off’. Such suspensions do not feature in this Policy.

“Off-site directions”: the school does not adopt the practice of “off-site directions”, as referenced in the maintained sector guidance, **School suspensions and permanent exclusions**.

This policy does not apply to a so-called “internal suspension”, in which a learner who is attending school is temporarily restricted in where they may be or what activities they may participate in.

For clarity: the government guidance document, [School suspensions and permanent exclusions](#), does not apply to independent schools.

2. The Decision to Suspend or Exclude: Introduction

Wilds Lodge School is mindful that, nationally, young people with certain characteristics (eg gender, ethnicity or the presence of additional needs) experience a disproportionately high rate of school suspension and exclusion, and so seeks to avoid suspension or exclusion wherever possible.

The school believes that suspensions and exclusions should be considered only as a last resort and that the decision to suspend, even for short periods, is to be taken deliberatively.

Only the Head or, in their absence, a member of staff acting formally as their deputy can suspend or permanently exclude a learner.

A decision to exclude a learner is considered only:

- in response to a serious concern or repeated significant concerns regarding breach of the school's Positive Relationships Policy
- if allowing the learner to remain in School would significantly and unreasonably harm the education or welfare of the learner or others in the School
- where there is no reasonably practicable or suitable alternative

To consider suspending or excluding a learner permanently is regrettable. Characteristically, it is the final step in a sustained process of responding to significant matters of concern and follows a period where a wide range of other strategies, designed to stabilise and sustain the place in the school, have been tried without success.

There may be rare circumstances where, in the Head's judgement, it is appropriate to consider the permanent exclusion of a learner for a highly significant first or 'one-off' offence.

3. Factors considered before making a decision to exclude

Learners' behaviours that may trigger a suspension or exclusion rarely occur 'out of the blue'. The school endeavours to identify and engage with the early stages of a learners' changing presentation, with the aim of proactively modifying approaches to meet need.

In cases of consideration of any suspension or exclusion, the Head will appropriately consult within the school and (if relevant) beyond before making any decisions. This consultation may include school and governance colleagues and relevant external professionals or agencies. Particular attention is given where there are specific vulnerabilities (such as a child who is looked after by a Local Authority or is in some other way in a disadvantaged category) that mean a suspension or exclusion will have a more significant impact upon the learner and their family.

Whilst every effort will always be made to minimise suspensions or exclusions and to sustain every school place, where a learners' needs change such that there is a prospect that their place in the School may or has become less appropriate, this will be addressed jointly with the learner, parents and (if relevant) the Local Authority and other appropriate professionals or agencies.

If it is concluded by the school that a place cannot be sustained, where reasonably practicable, this should be managed in a planned and constructive way.

Unless there is an immediate and/or significant risk to the safety or education of others in the School or of the learner concerned, before deciding whether to consider the suspension or permanent exclusion of a learner, the Head will reasonably endeavour to:

- ensure that an appropriate fact-finding exercise has been carried out
- consider the evidence available to establish the facts, including taking account of the school's behaviour management and equality and diversity policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended
- consider a learner's EHCP (if applicable) and the way in which any of the needs outlined therein may have impacted the matter of concern
- allow the learner the opportunity to give their version of events through their preferred method of communication, with support in line with their needs if necessary
- check whether the incident may have been provoked, for example, by bullying or by racial or sexual harassment; it should be noted that, while provocation may sometimes result in an amended consequence, it will not necessarily do so
- as appropriate, consult others, where possible, avoiding detailed consultation with anyone who may later have a role in reviewing the decision
- take into account both the best interests of the learner concerned and the best interests of other members of the school community and the school community as a whole

If satisfied that on the balance of probabilities the matter(s) of concern did happen, after due and careful process, the Head may decide to suspend the learner "temporarily-defined" or "temporarily-up-to-45-days".

The school is obliged to consider whether to inform the police where a criminal offence appears to have potentially taken place, and has regard to [When to call the police](#), non-statutory guidance from the National Police Chiefs' Council.

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

Where appropriate, the School considers whether to inform other agencies, eg Children's Services, the Local Authority, etc. If a learner has a social worker or is looked-after, the Head notifies the social worker without delay after their decision.

Where the incident has safeguarding implications, the school follows its Safeguarding Policy.

4. Length and character of fixed period suspensions

Whilst suspensions or exclusions are a last resort at our school, regulations allow the Head to exclude a learner permanently or suspend them for one or more fixed periods not exceeding 45 school days in any one school year.

Individual suspensions are for the shortest time appropriate in the judgement of the Head.

After a cumulative 45 days of suspension in any one school year, the School is required to either permanently exclude the learner involved or readmit them.

It is unusual for the school to issue a fixed period suspension for longer than one or two days. A fixed period suspension is not a punitive action but rather is a formal marker of concern to the learner and those with responsibility for them, and an opportunity for the learner to reflect constructively upon and learn from their situation.

In cases of more than a day's suspension, where practicable, work is set and marked. It is the parents' responsibility to ensure that work sent home is completed and returned to school.

The Head may, at their complete discretion, issue a "partial suspension", for example by excluding a learner from some or all regular aspects of school but allowing them to attend for public examinations under regulated circumstances, or by making certain "internal suspension" arrangements. Any such "partial suspension", with its detailed information, is recorded clearly as such in the school's Suspension and Exclusion Log.

The Head may, at their complete discretion, attach conditions to a learner's return to school.

Following a suspension, the learner, who may be accompanied by a parent, has a reintegration meeting with a member of the Senior Leadership Team prior to returning to lessons.

A learner who receives a succession of fixed-period suspensions can reasonably expect to have their place at the school reviewed.

Any suspension of a learner, even for short periods of time, is formally recorded in the school's Suspension and Exclusion Log.

5a Potential permanent exclusion of a learner with an EHCP

5b Potential permanent exclusion of a learner without an EHCP

In the event of an incident (or a series of incidents) occurring that may potentially trigger a permanent exclusion for a learner wholly or partly funded by a Local Authority via an EHCP (Education, Health and Care Plan), the Head will call an EAR (Emergency Annual Review), if necessary suspending the learner “temporarily-up-to-45-days” pending the outcome of the EAR.

The aim of this approach is to formally consider the matter within a multi-professional setting and to ensure due exploration of strategies that could still stabilise and sustain the school place.

The school will immediately notify in writing the Group Compliance Director of Cavendish Education of the intention to call any such EAR. The school will actively keep the Group Compliance Director aware of the development of the case, but the Group Compliance Director will not take part in any decision-making in the matter.

The school will approach the EAR with openness and will be receptive to considering the views of relevant parties.

At the end of the EAR, after due consideration of the views shared, the School will clearly communicate whether it can or cannot meet needs, which will be recorded clearly in the meeting notes. The ideal scenario is that a unanimous decision is reached in the EAR regarding the best way forward.

The Head may arrange for a learner a “managed move” between schools within the Cavendish Education family of schools, with the agreement of the parents, both schools and, in the case of an LA-funded learner the relevant Local Authority, but not a “managed move” to a

In the event of an incident (or a series of incidents) occurring that may trigger a permanent exclusion for a learner without an EHCP (Education, Health and Care Plan), if necessary suspending the learner “temporarily-up-to-45-days” pending the outcome of this process, on the earliest mutually convenient occasion the Head will ask the parents and the learner to discuss the matter(s) of concern and the continuation or otherwise of the learner’s place in the School, ensuring that the family’s views have been properly heard when the place is reviewed.

The aim of this approach is to formally consider the matter in a collaborative way and to ensure full exploration of any strategies that could still stabilise and sustain the school place.

The school will immediately notify in writing the Group Compliance Director of Cavendish Education of the intention to call any such permanent exclusion. The school will actively keep the Group Compliance Director aware of the development of the case, but the Group Compliance Director will not take part in any decision-making in the matter.

Importantly, no decision is made at this stage.

Following this meeting, if any further fact-finding exercises are needed, they are undertaken; the meeting with parents and the learner may be reconvened if appropriate.

The Head considers the facts of the matter and the representations that have been made, consulting and otherwise taking advice as appropriate.

The Head will notify the parents of the decision, which may be one of:

school outside the Cavendish Education family of schools.

Following the EAR, the responsibility for decision-making over the pupil's school place at the school will sit with the relevant Local Authority.

If the LA concludes that the learner requires a new placement, the school will support that decision and will assist the family and LA in facilitating the move.

During the interim period, whilst a new placement is found by the LA, the school may decide to:

- allow the learner to return to school temporarily (but only if a safe and workable plan can be agreed with relevant parties).
- work with parents and other agencies to implement temporary arrangements whereby the learner does not attend the school campus but remains on roll (eg alternative provision, remote learning or elective home education).
- end the placement, meaning the learner's educational provision will become the responsibility of the LA in this interim period.

Whichever option is chosen, care is taken to consider all relevant factors, particularly those surrounding safeguarding.

If the LA decides that the learner should return to the school and that a new placement is not required, the "temporary-up-to-45-days" suspension will end. The School will decide whether to conclude the "temporary-up-to-45-days" suspension by supporting a return to School for the learner or if this is incompatible with the

- exoneration and immediate return to school
- return to school under certain conditions following temporary exclusion, with the right of appeal for an exclusion of more than 15 school days
- permanent exclusion with right of appeal

A permanent exclusion is not finalised until any invoked appeal process has been completed.

The Head may arrange for a learner a "managed move" between schools within the Cavendish Education family of schools, with the agreement of the parents and both schools, but not a "managed move" to a school outside the Cavendish Education family of schools.

Head's assessment of the school's capacity to maintain the school place and the views shared at the EAR, the "temporary-up-to-45-days" suspension will be concluded and a permanent exclusion will be implemented.	
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6. Procedures for review and appeal

Parents of an excluded learner have the right to appeal a permanent exclusion or a fixed period suspension in excess of 15 school days. The parents must request the appeal by writing to the Group Directors of Cavendish Education at the school's address, within three calendar days of receipt of notification of the suspension or exclusion.

Regardless of whether an appeal is invoked, Group Directors of Cavendish Education operate arrangements to review promptly all permanent exclusions from the school, and all fixed period suspensions that would lead to a learner being suspended for over 15 days in a school term, or missing a public examination.

They consider whether or not to reinstate the learner is appropriate, whether the Head's decision to suspend or exclude the learner was justified or whether to adjust any conditions attached to the return of a learner to the school.

7. Admissions register procedure following permanent exclusion

In the case of a permanent exclusion, the learner remains on the school roll until

- an invoked appeal is determined
- the time limit for an appeal has expired without an appeal being brought or
- the parent has informed the school that no appeal is to be brought

8. Behaviour outside School

Learners' behaviour outside school while under the authority of the school (eg on school business, school trips, "away" School sports events, or work experience placements) is subject to the school's Positive Relationship Policy. Behaviour in these circumstances is dealt with as if it had taken place in school.

For behaviour outside school but not on school business, the Head may suspend or exclude a learner if there is a link between that behaviour and maintaining good order and discipline among the learner body as a whole or parts thereof. This is a matter of judgement for the Head.

Learners' behaviour in the immediate vicinity of the school or on a journey to or from school, or behaviour anywhere which is capable of bringing the school into disrepute, can be grounds for suspension or exclusion.

9. Disabled learners

The school is mindful of its duty under the [Disability Discrimination Act 1995](#) not to discriminate against disabled learners by suspending or excluding them because of their disability.

This applies to permanent exclusions and fixed period suspensions. The definition of disability under the Act covers learners with certain physical, sensory, intellectual or mental impairments.

Discrimination means treating disabled learners less favourably than other learners without justification. It also means failing to take reasonable steps to ensure that disabled learners are not placed at a substantial disadvantage compared to their non-disabled peers.

What constitutes a reasonable step will depend on the circumstances of each case.

10. PROCEDURE FOR CONSIDERING EXCLUDING A LEARNER

10a Informing parents about a “temporary-restricted” and “temporary-up-to-45-days” exclusion

Whenever the Head temporarily suspends a learner, the parent is notified at the earliest opportunity, usually by telephone by the Head or a member of staff acting on their behalf, followed up by an emailed letter from the Head or Head of Education as soon as possible and within one working day.

See the suspension and exclusion letters template below.

10b Forming the Exclusion Appeal Panel

The Head informs the Group Directors of Cavendish Education of all exclusions at the earliest opportunity within one school day.

All serious sanctions are reported to the Group Directors of Cavendish Education on a termly basis as part of the school's governance arrangements.

Suspension and exclusion reports include:

- the learner's name
- the length of the suspension
- the reason for the suspension or exclusion
- the pupil's age, gender and ethnicity
- whether the learner has an EHCP, together with a summary of its details, or is being assessed for one
- a brief behaviour management history

11. Expectations of parent and learner during temporary-restricted or temporary-up-to-45-days suspensions

In line with the government document [School discipline and exclusions](#), parents have a duty to ensure that their child is not present in a public place during school hours during a "temporary-restricted" or "temporary-up-to-45-days" suspension, unless there is reasonable justification for this.

Parents are advised that they may receive a penalty notice from the Local Authority if their child is present in a public place during school hours during the exclusion. If so, it will be for the parent to show reasonable justification.

The school will set work for the learner to be completed on the days specified in the suspension notification. In order to support the learners' engagement, the school asks that the work set is completed by the learner and returned promptly to the relevant member of staff for marking.

12. Review of implementation

The implementation of this Policy is reviewed annually by the school's Senior Leadership Team in consultation with staff, and a report is made to the Governance Body.

The school may submit to Cavendish Education proposals for amendments to this Policy.

Annex A Suspension and Exclusion Letter Templates

Annex A1 Temporary suspension

Dear xxx

I write to confirm the decision of Wilds Lodge School, that NAME is to be temporarily suspended on DATE / from DATE to DATE.

The reason for this suspension is

In the event of this suspension bringing the accumulated suspension period above 15 days in a twelve-month period: You are entitled to appeal this suspension, which brings NAME's accumulated suspension to above 15 days in a twelve-month period. To appeal, you should request the appeal by writing to the Directors of Cavendish Education at info@cavendisheducation.com, within three calendar days of receipt of this notification of the suspension.

This right of appeal falls outside the School's Complaints Policy and is dealt with under the Suspensions and Exclusions, and Positive Relationships Policy.

In the event of this suspension being for more than one day, the school will set work for NAME to be completed and returned promptly to the relevant member(s) of staff for marking during the notified suspension period.

You are advised that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours during the exclusion; if so, it will be for you to show reasonable justification.

A reintegration meeting has been scheduled for TIME on DATE with STAFF NAME. You are invited to join that meeting, but it is not essential if you are unable to attend. On their return to school, NAME will be expected to xxxxx

This suspension is a matter of regret for everyone involved. We want it to be a positive learning experience for NAME, which we will discuss further when we meet.

Yours sincerely

Annex A Exclusion Letter Templates

A2 “Temporary-up-to-45-days” suspension because an EAR is due

Dear xxx

I write to confirm the decision of Wilds Lodge School, that NAME is to be suspended with effect from DATE, because an Emergency Annual Review has been requested at which their school place is being reviewed. We are unable to provide a specific end date to the suspension, which will be ended at the earliest practicable date, but in any event, no later than DATE *[this date to be at the maximum of 45 school days’ exclusion in a twelve-month period]*.

As soon as the Emergency Annual Review has been completed, we shall be directly in touch to confirm with you what the next steps for NAME will be, and shall take the matter forward as efficiently as possible.

This suspension is because xxx.

The school will set work for NAME during the period of suspension, to be completed and returned promptly to the relevant member(s) of staff for marking.

You are advised that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours during the suspension; if so, it will be for you to show reasonable justification.

You are also advised that you have the right of appeal against a suspension when it reaches 15 days, in this case on DATE. If you choose to do so, please write to the Directors of Cavendish Education within three calendar days, by DATE, at the email address, setting out the grounds of your appeal. The appeal, which may or may not result in this exclusion decision being upheld, will be heard in accordance with the Suspensions and Exclusions Policy. This right of appeal falls outside the school’s Complaints Policy, and is dealt with under the Suspensions and Exclusions, and Positive Relationships Policy.

Yours sincerely

Annex A Exclusion Letter Templates

A3 “Temporary-up-to-45-days” exclusion because of further fact-finding exercises

Dear xxx

I write to confirm the decision of Wilds Lodge School, that NAME is to be suspended with effect from DATE. Because further fact-finding exercises [by xxx] are imminent or under way, we are unable to provide a specific end date to the suspension, which will be ended at the earliest practicable date, but in any event no later than DATE *[this date to be at the maximum of 45 days’ suspension in a twelve month period]*.

As soon as the progression of the fact-finding exercises enables us to, we shall be in touch to let you know what the next steps for NAME will be, and we shall take the matter forward as efficiently as possible.

This suspension is because xxx.

The school will set work for NAME during the period of exclusion, to be completed and returned promptly to the relevant member(s) of staff for marking.

You are advised that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours during the exclusion; if so, it will be for you to show reasonable justification.

You are also advised that you have the right of appeal against a suspension when it reaches 15 days, in this case on DATE. If you choose to do so, please write within three calendar days, by DATE, to NAME at the email address, setting out the grounds of your appeal. The appeal, which may or may not result in this suspension decision being upheld, will be heard in accordance with the Suspensions and Exclusions Policy. This right of appeal falls outside the school’s Complaints Policy and is dealt with under the Suspensions and Exclusions, and Positive Relationships Policy.

Yours sincerely

Annex A Exclusion Letter Templates
A4 “Temporary-up-to-45-days” exclusion during consideration of the place on the School roll
Dear xxx I write to confirm the decision of Wilds Lodge School, that NAME is to be suspended with effect from DATE. This suspension is because of xxxx. As you have been informed, we are reviewing NAME’s place at XXXX School. This means that we are unable to provide a specific end date to this suspension, which will be ended at the earliest practicable date, but in any event no later than DATE <i>[this date to be at the maximum of 45 days’ exclusion in a twelve month period]</i>. You are advised that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours during the suspension; if so, it will be for you to show reasonable justification. The school will set work for NAME during the period of suspension, to be completed and returned promptly to the relevant member(s) of staff for marking. You and NAME are invited to a meeting with me at PLACE on DATE at TIME, where we can discuss NAME’s situation in detail, in order to help reach a decision about the continuation of their place on the school roll. Yours sincerely

Annex A Exclusion Letter Templates

A5 Permanent exclusion following a “temporary-up-to-45-days” exclusion and due deliberation

Dear xxx

Having deliberated following our meeting at PLACE on DATE, I write to confirm the decision of Wilds Lodge School, that NAME is to be permanently excluded.

You have the right to appeal this decision. If you choose to do so, please write within three calendar days to the Directors of Cavendish Education at info@cavendisheducation.com, setting out the grounds of your appeal. The appeal, which may or may not result in this exclusion decision being upheld, will be heard in accordance with the Exclusions Policy.

NAME will remain on the school roll until the appeal process has been completed. The school will set work for NAME during this time, to be completed and returned promptly to the relevant member(s) of staff for marking.

Should you choose not to appeal, or in the event of the permanent exclusion being upheld by the appeal, the school will use its best reasonable endeavours to advise and assist you in finding alternative schooling for NAME, seeking to minimise the impact on their educational progress if you so wish.

You are advised that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours while NAME remains on the School Roll; if so, it will be for you to show reasonable justification.

Yours sincerely

Annex B POTENTIAL PERMANENT EXCLUSIONS

Summary Procedure for parents, in the event of a learner's “temporary-up-to-45-days” suspension because of a prospective permanent exclusion

The decision to consider moving towards the permanent exclusion of a learner or the request for their withdrawal is never taken lightly, and is always set in the context of the situation of the learner involved and their family, other learners and their families, the staff (teaching and non-teaching) staff and the wider community.

Before this decision is made, the school will endeavour to explore other appropriate alternatives. This takes place in response to serious, repeated or persistent breaches of the school's expected standard(s) of behaviour. The aim of the School is to act in a way that respects the dignity of those involved.

If, in the Head's opinion, there is a prospect of a learner's permanent exclusion, the Head or another member of staff acting on their behalf will promptly contact the parent(s) to discuss their concerns, together with any actions they are either required to take or feel are necessary and appropriate.

The Head may, if the circumstances are sufficiently serious, immediately suspend the learner or either a specific restricted period or for a period-up-to-45-days [that is, a suspension that has an end date up to an accumulated maximum of 45 days' exclusion for the individual learner in a school year, the aim of which is to allow for the conclusion of fact-finding exercises or other necessary activities the length of which cannot be defined].

The purpose of the suspension may be to allow adequate time for a full fact-finding exercise and consideration of the facts. During such suspension, the school endeavours to make whatever arrangements are practicable to minimise the impact on the learner's educational progress.

When the Head is confident that the relevant facts have been ascertained, they will consider these, form a preliminary judgement after taking advice from relevant staff and/or other relevant authorities, and arrange a meeting with the learner's parent(s) to acquaint them of their findings and of the possible outcome(s).

The Head will take due account of the parent(s)' views. They will advise them that their decision will be notified in writing, if appropriate, after due consultation with a Director of Cavendish Education or their nominated deputy. The decision is nevertheless the Head's, acting on behalf of the school, and not the Director's.

The Head will advise the parents of the school's decision in writing.

If this involves either permanent exclusion or a requirement of the parent(s) for the learner's withdrawal, the school uses its best endeavours to advise and assist parents in finding alternative schooling, seeking to minimise the impact on the learner's educational progress.

At the same time, the Head will advise parents (s) of their right, if in disagreement with the school's decision, to appeal, in writing, to the Cavendish Education Directors, by writing to info@cavendisheducation.com within three working days of receipt of the suspension or exclusion decision. An appeal against a suspension or exclusion falls outside the School's Complaints Procedure. Parents should note that at the conclusion of their deliberations, the Suspension and Exclusion Appeal Panel may reduce, ratify or increase a suspension/exclusion sanction imposed by the Head.

On receipt of notice expressing an intention to appeal against the School's decision, the Suspension and Exclusion Appeal Panel will acquaint itself with the relevant facts. The parent(s) may make additional representations in writing to the Panel in advance of their meeting. The Panel will take due account of the interests of the learner, their parent(s), the School and any other relevant parties; if necessary, they will consult more widely before reaching a conclusion.

The conclusion of the Suspension and Exclusion Appeal Panel may include:

- reinstatement of the suspended learner
- confirmation of the suspension or exclusion of the learner
- an increase in the suspended/excluded learner's sanction

Having reached a conclusion, the Suspension and Exclusion Appeal Panel will advise parent(s) in writing of their conclusion, which shall be added to the school record of the learner, along with a copy of relevant documentation; such conclusion is considered final, as far as the school procedures are concerned.

Annex C GUIDANCE NOTES FOR THE PANEL HEARING OF SUSPENSION / EXCLUSION APPEALS

A Group Director of Cavendish Education assembles a Suspension and Exclusion Appeal Panel, normally comprising three members but in any event not less than two.

A member of the school's administrative department is normally the Secretary to the Panel.

The Panel does not include a member who has been substantively part of the original exclusion decision.

On receipt of a parental request for an Appeal Hearing, the Panel receives and reviews relevant documentation from the Head. Before the Hearing, the Secretary ensures that copies of such documentation are provided to the parent of the learner.

A date, time and location for the Appeal Hearing is agreed with the parent of the learner, normally with at least three working days' notice.

Prior to the Hearing, the Secretary invites the parent to make any further representations to the Panel.

The parent may be accompanied by a companion at the Hearing, but the Panel would not expect them to be formally or legally accompanied or represented other than in exceptional circumstances and by prior agreement.

Procedure at the Hearing

The Chair of the Panel shall:

- thank the parent for coming, and explain that this is an Appeal Hearing following the Head's suspension/exclusion decision
- formally introduce him/herself and the other Panel members
- if applicable, note that the parent is accompanied by whom and in what capacity their companion is present
- advise the parent of their rights, namely:
 - to present their Appeal
 - to ask questions on matters of fact
 - to take notes
 - to consult with their companion, and
 - to request adjournments
- note that at the conclusion of their deliberations, the Panel may reduce, ratify or increase a sanction imposed by the Head.

During the Hearing

- The Chair of the Panel shall:
 - ensure that documentation relevant to the Appeal has been copied to the parent(s)
 - avoid reference to any matter that is not directly related to the Appeal
 - maintain an open mind
 - summarise factually and briefly the events that led to the suspension/exclusion, and the reason given by the Head for the exclusion
 - ask if the parent(s) need further explanation of any point of fact
 - ask the parent(s) to amplify the grounds of the Appeal, if they have any other questions relating to the Head's decision, and to submit any further information
 - ensure that adequate notes are taken of the representations of the parent(s)
 - not hesitate to adjourn at any time (and to take advice where necessary) to consider any complex or unusual points raised by the parent(s), or to research any issue on behalf of the learner; an adjournment can be for a few days if necessary
 - when the points have been aired, ask the Head and the parent(s) if they wish to add anything further before the Hearing is closed and the Panel consider their decision
 - explain that the decision of the Panel may include:
 - reinstatement of the excluded learner
 - confirmation of the exclusion of the learner
 - an increase of the excluded learners exclusion sanction
 - explain that the Panel will communicate their decision in writing to the parent(s) within five working days
- explain that that decision is considered final, as far as the School procedures are concerned.

After the Hearing

- The Chair of the Panel shall:
 - ensure that the notes of the meeting fairly reflect the matters raised
 - after due consideration by the other Panel Members and after a conclusion has been reached, draft, agree and send a letter to the parent(s) communicating the Panel's decision; the letter should include brief reasons for the decision, and be copied to the Head
 - arrange for the conclusion of the Panel to be added to the school record of the learner, along with a copy of the relevant documentation.

Note: Nothing which is undisclosed to the parent(s) may be taken into account by the Panel in reaching their decision, and in the event that anything comes to light prior to the decision being made that the Panel regards as relevant to their decision such information must be disclosed to the parent(s) who should be given the opportunity to comment.

