Exclusion & Suspension policy

Approved	September 2026	Next Review Due	September 2027

Contents

1. Aims
2. Legislation, statutory guidance and local arrangements
3. The decision to exclude
4. Definitions
5. Reasons for exclusion
6. Roles and responsibilities
7. Considering the reinstatement of a pupil
8. An independent review
9. School registers
10. Returning from a suspension
11. Managed move and Off-site direction
12. Monitoring arrangements
13. Links with other policies

Appendix 1: Independent review panel training
Appendix 2: Guidance on Suspensions
Appendix 3: The Use of Exclusion
Appendix 4: A summary of the governing board's duties to review the headteacher's exclusion decision

1. Aims

Brackenbury, Kenmont and Wendell Park Primary School Federation is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect and feel able to contribute to the best of their abilities.

We aim to promote good behaviour in all pupils to ensure that all pupils benefit from the opportunities provided by education.

We know that learning and development take place more effectively and rapidly when students are in school. However, there may be occasions when it is not in someone's best interests to be in school and the Head Teacher may make a decision to suspend (for a fixed period) or permanently exclude a student.

Our schools aim to ensure that:

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

Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At our schools, we will work in partnership with parents to ensure that expectations are clear and parents can reinforce them with their children. This includes ensuring that parents are kept informed about decisions made in response to a child's poor behaviour, so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear and understood.

The schools and governing board recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation when issuing an exclusion. Full consideration has been given to this during the formulation of this policy as it is the aim of Kenmont that no-one should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

2. Legislation, statutory guidance and local arrangements

This policy is based on statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
It is based on the following legislation, which outlines schools' powers to exclude pupils:

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

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006 which looks at parental responsibility for excluded pupils

- Section 579 of the Education Act 1996 which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

Within Hammersmith & Fulham, the Exclusions Service is part of the ACE team (Attendance (statutory), Child employment and children in entertainment, Elective home education and children missing education).

The Exclusions Service provides appropriate advice and support to all schools and parents on behalf of the London Borough of Hammersmith & Fulham concerning school exclusions following a headteacher's decision to exclude a pupil. The service aims to support and promote consistency of practice as outlined in the DfE's guidance which all schools must have regard to in order to meet their statutory responsibilities following a decision to exclude a pupil.

Further information can be found on the LBHF ACE webpage.

3. The decision to exclude

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

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

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

A decision to exclude a pupil will be taken only:

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

Before deciding whether to exclude a pupil permanently or suspend a pupil (for a fixed period) the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked;
- Allow the pupil to give their version of events; before deciding whether to suspend or exclude.
- Give the pupil the opportunity to express their views - with the support of advocates (such as a parent or social worker), if needed - unless their age or understanding mean it's not appropriate to do so.
- Where pupils do get the opportunity to express themselves, they will be informed of how their views were taken into consideration in reaching a decision.
- Consider if the pupil has special educational needs (SEN) and contact the LA for SEND support if appropriate.

Suspending or excluding children with social workers:

A child who has a social worker will often have known safeguarding risks at home or in the community, and school is known to be a protective factor. The school will therefore invite the child's social worker and/or VSH to work in partnership with school to consider the factors affecting the child's behaviour and consider what further assessments and support need to be put in place to prevent a suspension or exclusion.

No permanent exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

In cases involving child-on-child abuse
A safeguarding investigation may run parallel to any considerations to suspend or exclude a pupil involved in the incident.
The school will remain committed to our duties to:

- Safeguard and promote the welfare of our pupils
- Provide a suitable education

In such cases the DSL will take a leading role and lend their professional judgement, supported by other agencies as required.
In cases where a child is permanently excluded
The DSL will transfer the pupil's child-protection file to the new school:

- Within 5 days for an in-year transfer, or
- Within the first 5 days of a new term

This child-protection file will be transferred separately from the main pupil file, securely and with confirmation of receipt.

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

Internal exclusion: Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom.
An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external/suspension (fixed-term exclusion) Typically, when a child is issued with an internal exclusion, they will also receive additional support for managing their behaviour. This is intended to help them to avoid their behaviour escalating towards a point where a suspension or permanent exclusion is necessary.

Suspension: A suspension is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst also remaining mindful of the seriousness of the breach of policy.

Permanent exclusion: A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the headteacher will consult with senior leaders and the Chair of the Governing Board as soon as possible in such a case.

5. Reasons for exclusion / suspension
A decision to exclude / suspend a pupil, either internally or externally, is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusions may be necessary, if all other strategies have been exhausted.

The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- serious actual or threatened violence against another pupil or a member of staff;

- possession or use of an illegal drug on school premises;
- persistent bullying;
- persistent prejudice-based harassment or hatred-based acts.

Persistent or cumulative problems

Internal exclusion or suspension may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases, where the problem persists and there is no improvement, a permanent exclusion may be necessary.

This would be imposed only when the school had already offered and implemented a range of support and management strategies.

The length of a suspension will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident

In such cases, a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the senior leader will check whether the incident may have been provoked, for example by bullying or racial harassment.

Safeguarding

An exclusion or suspension will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances, the school may contact Social Services and/or the Police to safely take the pupil off site.

Behaviour outside school

Pupils' behaviour outside school whilst in the care of school staff e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally, this includes any serious breach of policy which could 'bring the school into disrepute'.

6. Roles and responsibilities

6.1 The headteacher

Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the suspension / permanent exclusion;
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent;
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;

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

The headteacher will also notify parents by the end of the afternoon session on the day their child is suspended that for the first 5 school days of a suspension, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to comply.

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

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

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

Informing the governing board

The headteacher will immediately notify the Chair of the Governing Board of:

- All permanent exclusions (including where a suspension is followed by a decision to permanently exclude the pupil)
- All suspensions which would result in the pupil being suspended for a total of **more than 5 school days** (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test
- All cancelled suspensions and exclusions (also on a termly basis as part of our exclusions data)

Informing the local authority (LA)

The headteacher will immediately notify the LA of:

- All suspensions and exclusions, regardless of length
- All cancelled suspensions and exclusions
- For permanent exclusions: if the pupil lives outside of the school's LA, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

The headteacher will also inform the governing board and LA once per term of any other suspensions of which they
have not previously been notified.

Informing social care and virtual school head (VSH)

If the pupil has a social worker or if the pupil is looked-after the headteacher will immediately inform the social worker and/ or the Virtual School Head (VSH), as applicable.

The roles of the virtual school head (VSH) and social workers in exclusions

In addition to being informed of any suspensions or exclusions of children under their care, the VSH and social worker will be invited to participate in any governing board meetings and independent review panels (IRPs).

Both will be able to provide important information about the child's experiences and welfare including providing information on the child's background and circumstances that may have contributed to the suspension or exclusion. Both should attend meetings to review exclusions, as far as possible.

6.2 The governing board

- Within 14 days of receipt of a request, the governing board will provide the secretary of state and the Local Authority (LA) with information about any exclusions in the last 12 months.
- Responsibilities regarding exclusions is delegated to the Exclusion Appeals Committee (a designated sub-committee) consisting of at least 3 governors. The Exclusion Appeals Committee has a duty to consider the reinstatement of an excluded pupil.

For a suspension of more than 5 school days, the governing board (on behalf of the school) will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

Providing education during the first 5 days of suspension or exclusion

The school will set and mark work for pupils in the first 5 days following a suspension or exclusion. This will include the use online pathways – such as Google Classroom or Oak National Academy.

For pupils who are LAC or have a social worker, the school will work with the LA to arrange alternative provision (AP) from the first day of suspension or exclusion. Where that is not possible, the school will take 'reasonable steps to set and mark work for the pupil' - and online pathways will be used.

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

7. Considering the reinstatement of a pupil

- Governing boards have a key responsibility in considering whether excluded pupils should be reinstated.
- The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors (*see Appendix 4: A summary of the governing board's duties to review the headteacher's exclusion decision).
- The governing board may delegate its functions with respect to the consideration of a suspension or permanent exclusion to, as mentioned above, a designated sub-committee consisting of at least three governors.

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

- it is a permanent exclusion;
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- it would result in the pupil missing a public examination or national curriculum test.

For suspensions where a pupil would be suspended for more than five but less than 16 school days in a term and the parents make a representation to the governing board will consider and decide within 50 school days of receiving the notice of suspension whether the suspended pupil should be reinstated. In the absence of any representations from the parents, the governing board can consider reinstatement on their own.

Where a suspension or permanent exclusion would result in a pupil missing a public examination or national curriculum test, the governing board will consider, so far as is reasonably practicable, and decide on the suspension or permanent exclusion before the date of the examination or test. If it is not practical for sufficient governors to consider the reinstatement before
the examination or test, the chair of governors, may consider the suspension or permanent exclusion alone and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- *parents (and, where requested, a representative or friend);*
- *the pupil if they are 18 years or over;*
- *the headteacher;*
- *a representative of the local authority*
- *the child's social worker if the pupil has one; and*
- *the VSH if the child is LAC.*

The governing board will make reasonable endeavours to arrange the meeting within the statutory time limits set out above and will try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

Suspension or permanent exclusion less than five days in a term

In the case of a suspension which does not bring the pupil's total number of days of suspension or permanent exclusion to more than five in a term, the governing board will consider any representations made by parents. There no deadline for this meeting to be arranged, however, if this does occur then it will happen within a reasonable amount of time. In the absence of any representations from the parents, the governing board can consider reinstatement on their own.

Pupil Voice

Taking into account, the pupil's age and understanding, the pupil or their parents will also be made aware of their right to attend and participate in the governing board meeting and the pupil will be enabled to make a representation on their own behalf if they wish to do so.

The Exclusion Appeals Committee can either:

- Decline to reinstate the pupil, or

- Direct the reinstatement of the pupil immediately, or on a particular date

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

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

The Exclusion Appeals Committee will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.
Where an exclusion is permanent, the Exclusion Appeals Committee's decision will also include the following:

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

8. An independent review

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

- Applications for an independent review must be made within 15 school days of notice being given to the parents by the Exclusions Appeal Committee of its decision to not reinstate a pupil or

- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the permanent exclusion.

- Any application made outside of the legal time frame must be rejected by the local
    - authority/academy trust

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor's category and 2 members will come from the headteacher category.

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

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

- Are a member of the LA or governing board of the excluding school;
- Are the headteacher of the excluding school, or have held this position in the last 5 years;
- Are an employee of the LA or the governing board of the excluding school (unless they are employed as a headteacher at another school);
- Have, or at any time have had, any connection with the LA, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality;
- Have not had the required training within the last 2 years (see Appendix 1 for what training must cover).

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision;
- Recommend that the governing board reconsiders reinstatement;
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed).

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

9. School registers

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

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

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

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

Where a pupil's name is to be deleted from the school admissions register because of a permanent exclusion the school must make a return to the local authority.

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

10. Returning from a suspension

The school's re-integration strategy aims to offers the pupil a fresh start and helps them re-engage with their learning.

Following a suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour, any SEND, pastoral or health needs will also be discussed.

The following measures may be implemented when a pupil returns from a suspension:

- Agreeing a behaviour contract;
- Starting a report card;
- Support from SENDCO or external agencies to implement individual strategies.

11. Managed move and Off-site direction

Managed move

In cases where the school and parents' agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the headteacher may consult with the local authority and propose a managed move to another school. This is not exclusion and in such cases the headteacher may assist the parents in placing the pupil in another school.

Any managed move will be:

- Done strictly in the child's best interest
- Voluntary and agreed by all parties
- Offered as part of a planned intervention
- Preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy

Off-site direction

This is when a pupil is given the chance to attend another education setting to improve their behaviour. During the period of off-site direction:

- The pupil will be dual-registered
- The governing board will keep the placement under regular review

To prevent exclusions the school will work with high-quality alternative provision (AP) such as Ormiston Courtyard Academy to manage behaviour and prevent exclusion. Any move to AP, will be made with the child's interest in mind.

Before a pupil is moved to AP, the following will be defined and agreed:

- The nature of the intervention
- The objective

- The timeline for meeting these objectives

The pupil will continue to receive a broad and balanced curriculum that supports reintegration into mainstream school.

12. Monitoring arrangements:

The school's responsibility:

The Senior Leadership Team monitors the number of suspensions and exclusions every term and reports back to the governing board. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed by the headteacher every three years. At every review, the policy will be shared with the governing board.

The governing board's responsibility:

The governing board will:

- Monitor pupil movement
- Analyse data for patterns,
- Consider the cost implications of educating pupils off-site
- Review whether the data reflects that the school's behaviour policy is being implemented effectively and consistently
- Monitor interventions in place to support pupils at risk, to prevent suspensions and exclusions
- Analyse any variation in the rolling variation of exclusions to understand why it's happening and what can be done to prevent it
- Make sure that pupils that are moved off-site are reviewed at regular intervals

13. Links with other policies

This exclusions policy is linked to our:

- Behaviour policy
- SEND policy and information report
- Anti-bullying policy
- Home-School Agreement

Appendix 1: Independent review panel training

The local authority must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making;
- The need for the panel to observe procedural fairness and the rules of natural justice;
- The role of the chair and the clerk of a review panel;
- The duties of headteachers, governing boards and the panel under the Equality Act 2010;

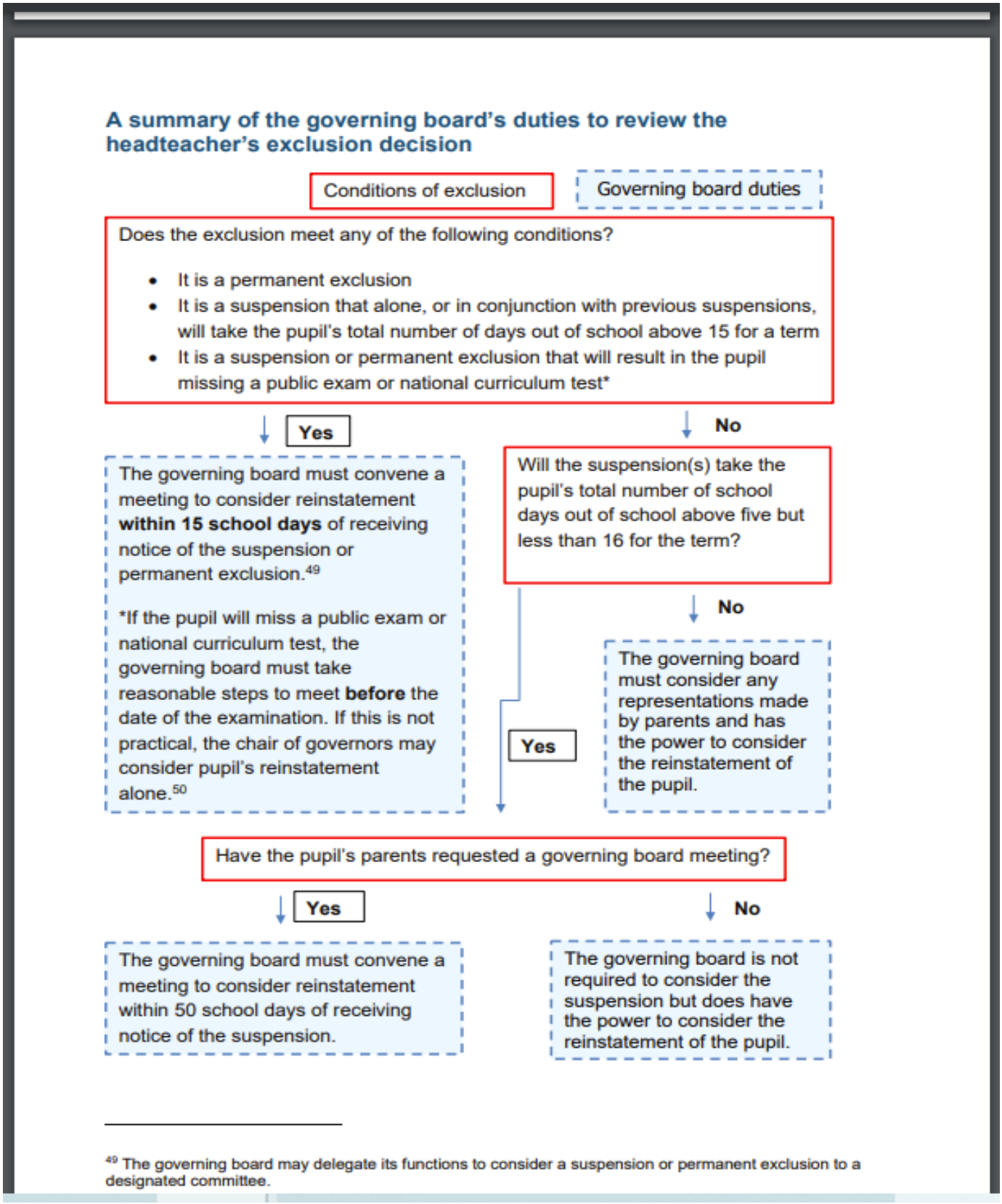
- The effect of section 6 of the Human Rights Act 1996 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.

Appendix 2: Guidance on Suspensions

Informing Parents of Exclusion At-A-Glance Guidelines	
MUST	**SHOULD**
• Notify parents/carers immediately - ideally by telephone. • Letter within 1 school day specifying: > Precise period of suspension (fixed-term period) or effective date of permanent exclusion; > If permanent, that **it is permanent;** > Reasons for the exclusion; > Parents' right to make representations to the governing board; > Parents' right to see and have a copy of child's school record upon written request.	• Date and time when pupil should return from a suspension; • Any relevant previous history; • Arrangements for continuing education, including the marking and setting of work; • Latest date by which governing board must meet; • Person whom the parent should contact if they wish to make representations (usually the clerk to the governing board) • Name and contact information for Local Authority designated individual with responsibility for exclusions; • ACE exclusions information • Information translated as necessary

Appendix 3: The Use of Exclusion

The Use of Exclusion: At-A-Glance-Guidelines for Headteachers		
ILLEGAL / NO GROUNDS	**REASONABLE GROUNDS**	**STRONG GROUNDS**
Minor incidents, for example: > failure to do homework	Breach of the school's behaviour policy (see possible examples below):	Serious breach of the school's behaviour policy (see possible examples below):
Poor academic performance	Serious harm to the education or welfare of the pupil or others.	Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others.
Lateness or truancy	Persistently leaving school premises without authorisation.	Supplying or using an illegal drug on school premises.
Pregnancy	Bringing adults or other young people onto school premises with malicious intent.	Carrying, threatening to use and/or using an offensive weapon (including fireworks)

Breaches of school uniform or rules on appearance, for example: > wearing jewellery or displaying body-piercing	Bring the school into disrepute at a public event.	Attempted arson on school grounds, destruction or serious damage of school property or buildings.
Failing to meet the requirements of the Disability Discrimination Act by excluding disabled pupils without due regard to their disability or treating them less favourably than others because of their disability.	Persistent refusal to co-operate with school staff, verbal aggression towards staff, pupils or other members of the school community.	Repeated threats and highly offensive and abusive language towards school staff, pupils or other members of the school community.
Failing to meet the requirements of the Race Relations Act by excluding pupils or discriminating unfavourably on the grounds of race.	Bullying, racial, sexual or other harassment of staff, pupils or other members of the school community.	Repeated bullying, racial, sexual or other harassment of staff, pupils or other members of the school community.

Appendix 4: A summary of the governing board's duties to review the headteacher's exclusion decision