**Governing Board Meeting**

**The school’s case to the designated sub-committee**

The Governing Board (GB) may delegate its functions to consider exclusion to a designated sub-committee.

The Head Teacher will need to provide the sub-committee with relevant paperwork to support their case for exclusion. It is often tempting to provide as much information as possible; however, the Head Teacher should ensure that all the information that is provided is relevant. The sub-committee should not be provided with information that is not pertinent to the exclusion. In order to help with this decision, the following checklist should be used.

|  |  |  |
| --- | --- | --- |
| Type of evidence | Exclusion for a ‘one-off’ serious incident  | Exclusions for cumulative reasons  |
| Details of the incident in question  | Must be provided  | Must be provided |
| Statement from the pupil in question | Must be provided | Must be provided  |
| Witness statements  | Must be provided | Must be provided  |
| Behaviour log and details of previous incidents  | No, unless there is a specific reason to do so | Must be provided  |
| Attendance log | No, unless there is a specific reason to do so | Only if relevant  |
| Details of support provided to pupil | Only if relevant  | Must be provided |
| Reports from any professionals involved with the pupil | Only if relevant  | Must be provided  |
| Details of any SEN the pupil may have | Must be provided | Must be provided  |
| Academic reports  | No, unless there is a specific reason to do so | Only if relevant  |
| Other information  | Only if relevant | Only if relevant  |

If a pupil has a history of challenging behaviour and is then permanently excluded for a one-off incident (which does not follow the pattern of behaviour which the pupil usually presents with) then the Head Teacher needs to exercise care about what information is provided. If details of prior misconduct are provided in the paperwork, the parent(s) could argue that the sub-committee has been biased by this information. In this instance the pupil’s conduct log is irrelevant to the decision to exclude permanently.

All those making representations at the Governing Board meeting should be sent a copy of the School’s paperwork, identical to that presented to the Governors. It is good practice for the evidence to be sent at least 5 school days before the date of the meeting, to allow for reading time, consultation and legal advice if desired.

**Suggested Agenda**

All parties, including the pupil, should be allowed to express their views.

**Agenda:**

Introductions

Head Teacher’s report

Questions to school by the Governing Board, parent(s), Local Authority

Parent(s) representations

Questions to parent(s) by the Governing Board, Head Teacher, Local Authority

Local Authority statement

Questions to Local Authority by the Governing Board, Head Teacher, parent(s)

Summing up by Head Teacher

Summing up by parent

Withdrawal of Head Teacher, parent(s) and Local Authority

Consideration of the case by the Governing Board

Decision of the Governing Board

**Suggested seating arrangements for the sub-committee meeting**

Head Teacher

Person supporting Head Teacher

Parent

Local Authority representative

Parent

Governor – Chair of Committee

Governor

Pupil

If in attendance

Governor

Parental

Supporter

Committee

Clerk

**Role of Local Authority (LA) at Independent Review**

If the child is at a maintained school a LA representative will be invited to the Independent Review. They will be asked to make a statement on the case. They will be able to give information in general terms about similar incidents, alternative education arrangements and draw attention to guidance, as necessary. For an academy, parents will need to ask specifically for a LA representative to attend and in this case, the LA’s role will be limited to observing and may only make representations with the consent of the arranging authority.