



South Gloucestershire and Stroud Academy Trust (SGSAT)

Suspension & Permanent Exclusions Policy

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Suspension & Permanent Exclusions Policy

1. Aims

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

Our Trust aims to:

- Ensure that the suspensions and exclusions process is applied fairly and consistently.
- Help those responsible for governance, leaders, staff, parents and students understand the suspensions and exclusions process.
- Ensure that students in school are safe and happy.
- Prevent students from becoming NEET (not in education, employment or training).
- Ensure all suspensions and permanent exclusions are carried out lawfully.

1.1 A note on off-rolling

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

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

We will not suspend or exclude students unlawfully by directing them off site or by not allowing students to attend school:

- without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- due to poor academic performance
- because they have not met a specific condition, such as attending a reintegration meeting
- by exerting undue influence on a parent to encourage them to remove their child from the school.

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement.](#)

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded students
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Students\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Students\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

This policy complies with our funding agreements and articles of association.

3. Definitions

Suspension – when a student is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a student is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a student to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a student is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

4. Roles and responsibilities

4.1 The Headteacher

4.1.1 Deciding whether to suspend or exclude

Only the Headteacher, or acting headteacher, can suspend or permanently exclude a student from school and then only on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.

A decision to permanently exclude a student will be taken only:

- in response to serious or persistent breaches of the school's behaviour policy, **and**
- if allowing the student to remain in school would seriously harm the education or welfare of either that student or others.

Before deciding whether to suspend or exclude a student, the Headteacher will:

- consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the suspension or exclusion were provoked
- allow the student to give their version of events
- consider whether the student has special educational needs (SEN)
- consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
- consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

The Headteacher will consider the views of the student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The Headteacher will not reach their decision until they have heard from the student, and will inform the student of how their views were taken into account when making the decision.

4.1.2 Informing parents

If a student is at risk of suspension or exclusion the Headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or exclude a student, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay:

- reception will inform parents that their child is being suspended or excluded and organize for them to go home
- a member of the school's pastoral team will contact parents at the end of the school day to inform of the reasons for the suspension or exclusion (for a suspension, the member of staff will also inform the parents of the length)

The parents will also be provided with the following information from the Headteacher in writing, without delay:

- the reason(s) for the suspension or exclusion
- the length of the suspension or, for a permanent exclusion, the fact that it is permanent
- the parents' right to make representations about the suspension or permanent exclusion to the governing board and how the student may be involved in this
- how any representations should be made
- whether there is a legal requirement for those responsible for governance to hold a meeting to consider the reinstatement of the student, and that parents (or the student if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend (but not a legal representative)
- The Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:
 - for the first 5 school days of a suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
 - parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included, if possible:

- 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 the student needs in order to identify the person they should report to on the first day.

If the Headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and 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 a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

4.1.3 Informing the Local School Board (LSB)

The Headteacher will, without delay, notify the LSB of:

- any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
- any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term (as per a three term academic year)
- any suspension or permanent exclusion which would result in the student missing a National Curriculum test or public exam.

The Headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

4.1.4 Informing the local authority (LA)

The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- the reason(s) for the suspension or permanent exclusion

- the length of a suspension or, for a permanent exclusion, the fact that it is permanent.

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

4.1.5 Informing the student's social worker and/or virtual school head (VSH)

If a:

- student with a social worker is at risk of suspension or permanent exclusion, the Headteacher will inform the social worker as early as possible
- student who is a looked-after child (LAC) is at risk of suspension or exclusion, the Headteacher will inform the VSH as early as possible.

This is in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a student with a social worker / a student who is looked after, they will inform the student's social worker / the VSH, as appropriate, without delay, that:

- they have decided to suspend or permanently exclude the student
- the reason(s) for the decision
- the length of the suspension or, for a permanent exclusion, the fact that it is permanent
- the suspension or permanent exclusion affects the student's ability to sit a National Curriculum test or public exam (where relevant).

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the student's welfare are taken into account.

4.1.6 Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation:

- the parents, governing board and LA will be notified without delay

- where relevant, any social worker and VSH will be notified without delay
- parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- as referred to above, the Headteacher will report to the governing board once per term on the number of cancellations
- the student will be allowed back in school.

4.1.7 Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension or permanent exclusion, if the student is not attending alternative (AP) provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the student. Online pathways such as Oak Academy may be used for this. If the student has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the student is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the student, including the use of online pathways.

4.2 Local School Board and Trust Board

4.2.1 Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and exclusions are delegated to the Local School Board (LSB) of the school attended by the student.

The LSB has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the LSB will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the Trust Board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the suspension.

The Trust Board does not have to arrange such provision for students in their final year of compulsory education who do not have any further public exams to sit.

4.2.2 Monitoring and analysing suspensions and exclusions data

LSBs and the Trust Board's Curriculum & Quality Committee (C&Q) will challenge and evaluate the data on schools' use of suspension, exclusion, off-site direction to alternative provision and managed moves.

LSBs and C&Q will consider:

- how effectively and consistently the Trust and school behaviour policies are being implemented
- the school register and absence codes
- instances where students receive repeat suspensions
- interventions in place to support students at risk of suspension or permanent exclusion
- any variations in the rolling average of permanent exclusions, to understand why this is happening and to make sure they are only used when necessary
- timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- the characteristics of suspended and permanently excluded students, and why this is taking place
- whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it
- the cost implications of directing students off-site.

4.3 The local authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For students who are Looked After Children (LAC) or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

5. Considering the reinstatement of a student

The possible reinstatement of a student will be considered, where required (see below), by the applicable LSB acting by a sub-committee established for the purpose and referred to in this policy as the Panel.

Panel members will be drawn from the Trust's Student Disciplinary Panel (TSDP). The TSDP is comprised of individuals who have received appropriate training and may include: any serving trustee of the Trust Board and/or any member of any local school board of any academy school within SGSAT.

A Panel will generally comprise three members of the TSDP, as nominated by either the chair or vice-Chair of the Trust Board. In case of exceptional urgency, though, a Panel may comprise either two members or a sole member (being the chair or vice-chair of the Trust Board or the chair or vice-chair for the time being of the LSB of the academy attended by the student).

The Panel will consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the suspension or exclusion if:

- the exclusion is permanent
- it is a suspension which would bring the student's total number of days out of school to more than 15 in a term
- it would result in a student missing a public exam or National Curriculum test.

Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension to more than 5 in a term, the Panel must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the Headteacher to reinstate the student.

Where the student has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the LSB, the Panel will consider and decide on the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. If the parents do not make representations, the Panel is not required to meet and it cannot direct the Headteacher to reinstate the student.

Where a suspension or permanent exclusion would result in a student missing a public exam, the Panel will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test.

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

- parents/carers (and, where requested, a representative or friend)
- the student, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative)
- the Headteacher
- the student's social worker, if they have one

- the VSH, if the student is looked after.

The Panel will try to arrange the meeting within the statutory time limits set out above and must 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; or that any parent chooses not to attend, fails to respond in a timely manner to an invitation to attend or repeatedly declines such an invitation (for whatever reason).

The Panel can:

- decline to reinstate the student or
- direct reinstatement of the student immediately, or on a particular date (except in cases where the Panel cannot do this – see earlier in this section).

In reaching a decision, the Panel will consider:

- whether the decision to suspend or permanently exclude was lawful, reasonable, rational, proportionate and procedurally fair
- whether the Headteacher followed their legal duties
- the welfare and safeguarding of the student and their peers
- any evidence that was presented to the Panel.

The Panel will decide whether or not a fact is true 'on the balance of probabilities'.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the student's educational record, and copies of relevant papers will be kept with this record.

The Panel will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- the parents of the student, or (if they are 18 or older) the student themselves
- the Headteacher
- the student's social worker, if they have one
- the VSH, if the student is looked after
- the LA
- the student's home authority, if it differs from the school's.

Where an exclusion is permanent and the Panel has decided not to reinstate the student, the notification of decision will also include the following:

- the fact that it is a permanent exclusion
- notice of parents' right to ask for the decision to be reviewed by an independent review panel
- the date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the Panel's decision is given to parents)
- the name and address to which an application for a review and any written evidence should be submitted
- that any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the student's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- that, regardless of whether the excluded student has recognised SEN, parents have a right to require the Trust to appoint an SEN expert to advise the review panel
- 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 permanent exclusion has occurred as a result of unlawful 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. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

6. Independent review

If parents apply for an independent review within the legal timeframe, the Trust will arrange for an independent panel to review the decision of the Panel not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Panel of its decision to not reinstate the student or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with at least one representative from each of the categories below. At all times during the review process there must be the required representation on the panel.

- 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
- current or former 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 LSB of the excluding academy
- are the Headteacher of the excluding academy, or have held this position in the last 5 years
- are an employee of the Trust or the Trust Board (unless they are employed as a headteacher at another academy in the Trust)
- have, or at any time have had, any connection with the academy, the academy's LSB, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality

The review panel must consider the interests and circumstances of the student, including the circumstances in which the student was permanently excluded, and have regard to the interests of other students and people working at the academy.

Taking into account the student's age and understanding, the student or their parents will be made aware of their right to attend and participate in the review meeting and the student should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the review panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the student's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the student's experiences, needs, safeguarding risks and/or welfare may be relevant to the student's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the Headteacher in the lead up to the permanent exclusion, or are relevant to the student's permanent exclusion.

Following its review, the independent review panel will decide to do one of the following:

- uphold the Panel's decision
- recommend that the Panel reconsiders reinstatement
- quash the Panel's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed).

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the review panel must only take account of the evidence that was available to the Panel at the time of making its decision. This includes any evidence that the review panel considers would, or should, have been available to the Panel and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the review panel considers it is unreasonable to expect the Panel to have been aware of at the time of its decision, the review panel can take account of the evidence when deciding whether to recommend that the Panel reconsiders reinstatement.

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

Once the review panel has reached its decision, it will notify all parties in writing without delay.

This notification will include:

- the panel's decision and the reasons for it
- where relevant, details of any financial readjustment or payment to be made if the Panel does not subsequently decide to offer to reinstate the student within 10 school days
- any information that the review panel has directed the LSB to place on the student's educational record.

7. School registers

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

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

Where an application for an independent review has been made within 15 school days, the LSB will wait until that review has concluded before removing a student's name from the register.

While the student's name remains on the school's admission register, the student's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

7.1.1 Making a return to the LA

Where a student's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- the student's full name
- the full name and address of any parent with whom the student normally resides
- at least 1 telephone number at which any parent with whom the student normally resides can be contacted in an emergency
- the grounds upon which their name is to be deleted from the admissions register (ie permanent exclusion)
- details of the new school the student will attend, including the name of that school and the first date when the student attended or is due to attend there, if the parents have told the school the student is moving to another school
- details of the student's new address, including the new address, the name of the parent(s) the student is going to live there with, and the date when the student is going to start living there, if the parents have informed the school that the student is moving house.

This return must be made as soon as the grounds for removal are met and no later than the removal of the student's name.

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension, the school will put in place a strategy to help the student reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the student has any unmet special educational and/or health needs.

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary to enable other routes of support and intervention to be identified.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents and other relevant parties.

8.2 Reintegration meetings

The school will explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community.

The student, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The school will expect students and their parents to attend their reintegration meeting.

9. Monitoring arrangements

The Trust will collect data on the following:

- attendance, permanent exclusions and suspensions
- use of student referral units, off-site directions and managed moves
- surveys of staff, students, governors and other stakeholders on their perceptions and experiences.

The data will be analysed every term by the relevant senior leader at each school, who will report back to their Headteacher, Senior Leadership Team (SLT) and LSB. The Director of Education will report to C&Q and the Trust Board on a regular basis.

The data will be analysed from a variety of perspectives including:

- at school level
- by age group

- by time of day/week/term
- by protected characteristic.

The Trust and its schools will use the results of this analysis to make sure they are meeting their duties under the Equality Act 2010. If any patterns or disparities between groups of students are identified by this analysis, the Trust and its schools will review their policies accordingly.

The Trust will work with its schools to consider this data, and to analyse whether there are patterns across the Trust.

This policy will be reviewed by the Trust Board every two years, or sooner if changes to the law require this.

At every review, the policy will be shared with Headteachers, SLTs, LSBs and the TSDP.

10. Links with other policies & relevant documentation

This exclusions policy is linked to:

- SGSAT Behaviour Policy
- DFE Guidance on Suspension and Permanent Exclusion
- Gloucestershire Supplementary Exclusion Guidance for Headteachers
- Gloucestershire Exclusion Protocol for Children in Care
- The Timpson Review.

11. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Alan Dane | Title Director of Education | 01/01/2024

I have read the guidance document: Completing a Policy Impact Assessment?



If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:



EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:
Age	Supports staff and learners to recognise that prejudice and discrimination on the grounds of age are unacceptable in an educational establishment
Disability	Encourage and promotes individuals with disabilities and aims to eliminate attitudes, practices and procedures that discriminate against people on the grounds of disability and/or learning difficulties/disabilities.
Faith or Belief	Support all staff and learners seeking to observe any recognised mainstream faith or belief
Gender	Promote the inclusion of learners into non-traditional areas of study and work towards minimising gender stereotyping
Race or Ethnicity	Commits the college to positive action to promote equality and foster good relations between members of different racial and ethnic groups
Orientation	Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment
Gender reassignment	Oppose sexism and be committed to taking positive action to identify and remove sexism from College life
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful
Rural isolation	No appreciable impact
Marriage	Treat same sex couples who marry or register as civil partners, as married couples, with equal treatment in a full range of matters including employment and vocational training
Pregnancy & maternity	Eliminate the unfavourable treatment of a woman, during the 'protected period' (when the pregnancy begins and ends) in relation to her pregnancy or illness suffered by her as a result of that pregnancy.
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:	
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:	
Is there any possibility that this policy could operate in a discriminatory way?	<div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: red; color: white; padding: 5px; text-align: center;">☐</div> <div style="background-color: green; color: white; padding: 5px; text-align: center;">✘</div> </div>
If you have ticked yes (red), which characteristic will be most affected? Choose an item.	
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/> Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 2 Non-discrimination Choose an item. Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 14 Prohibition of discrimination Choose an item.

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>