Admissions and Exclusions Policy Including EYFS

Sherrardswood School

Document control

Field	Details
School	**Sherrardswood School**
Policy owner	**Mrs A. Wright, Headmistress**
Approved by	**Proprietor, Mr A. Khan**
Approval date	**01/09/2026**
Review date	**01/09/2027**

Contents

1. Purpose, status and scope
2. Definitions
3. School admissions profile
4. Core admissions principles
5. Equality, SEND, medical needs and reasonable adjustments
6. Information available to families
7. Application and assessment process
8. Admissions criteria and decision-making
9. Offers, conditions and acceptance
10. Waiting lists, deferred entry and year-group placement
11. Scholarships, awards and bursaries
12. EYFS, boarding and overseas admissions
13. Safeguarding and pre-admission information
14. Admission register, agreed start date and non-arrival
15. Transfers, leavers and safeguarding records
16. Elective home education
17. Behaviour, discipline and alternatives to exclusion
18. Suspension
19. Permanent exclusion
20. Required removal for a non-disciplinary reason
21. Investigation and fair decision-making
22. Education, welfare and reintegration during suspension
23. Written notification, records and local-authority liaison
24. Review of admissions and exclusion decisions
25. Prohibited informal exclusion and off-rolling
26. Complaints, legal rights and external routes
27. Information sharing, confidentiality and retention
28. Monitoring, proprietor oversight and review

1. Purpose, status and scope

This policy explains how the school admits pupils, manages pupil movement and makes decisions about suspension, permanent exclusion and required removal. It applies from first enquiry until an applicant is admitted or the application closes, and throughout a pupil's registration at the school.

The School Admissions Code and the statutory suspension and permanent-exclusion framework for maintained schools, academies and pupil referral units do not govern an ordinary fee-paying independent school. This school's arrangements are governed by the Independent School Standards, equality and safeguarding law, pupil-registration and children-missing-education requirements, the published policy and the parent contract. Relevant DfE principles may be used as a benchmark only where they are compatible with that framework.

- The school will publish clear particulars of its admissions arrangements and of its arrangements for discipline and exclusions.
- Decisions will be made fairly, consistently, lawfully and on the basis of relevant evidence.
- The welfare and best interests of the child will remain central.
- The school will not discriminate unlawfully and will consider reasonable adjustments for disabled applicants and pupils.
- Safeguarding information will be requested, shared and acted upon promptly and lawfully.
- The parent contract and this policy must be read together. Contractual terms cannot override statutory duties.

2. Definitions

Term	Meaning in this policy
Applicant	A child for whom admission is being considered.
Pupil	A child registered at the school. For safeguarding purposes, a child is anyone under 18.
Parent	A parent, carer, person with parental responsibility or person who has day-to-day care of the child, as appropriate.
Registration	The application stage before the school has made and the parent has accepted an offer. Registration does not guarantee a place.
Offer	A written offer of a place, normally subject to stated conditions and acceptance under the parent contract.
Suspension	A temporary disciplinary removal from attendance at school for a specified period. This replaces the older term fixed-term exclusion.
Permanent exclusion	Termination of the pupil's place for disciplinary reasons. The parent contract may also use the word expulsion.
Required removal	Termination of the pupil's place for a substantial non-disciplinary reason permitted by the parent contract, such as inability to meet needs after reasonable steps, serious parental breach or non-payment. It must not be used to disguise a disciplinary exclusion or off-rolling.
Withdrawal	A parent-led decision to remove the pupil in accordance with the parent contract and lawful admission-register rules.
Off-rolling	Removing or discouraging a pupil from the roll in the school's interests rather than the pupil's best interests, without following the proper process.

3. School admissions profile

SCHOOL-SPECIFIC POLICY INFORMATION

- Registered age range: **2 to 19 years**
- Provision: **Day / Sixth Form / EYFS**
- Gender designation: **Co-educational**
- Main entry points: **Nursery, Reception, Year 3, Year 7, Year 9 and Year 12**

The school may admit pupils at other points where a suitable place is available and the admissions process has been completed. Published information will state any age, capacity, boarding, selection, visa or other lawful limitations.

4. Core admissions principles

- Applications are welcomed from families who support the school's ethos, educational approach and parent contract.
- The school will provide accurate, accessible information so that families can make an informed decision.
- Selection or assessment criteria will be relevant to the education and support offered and will be applied consistently.
- A child will not be refused because information is presented in an unfamiliar format or because an adjustment is needed to access the process.
- Admissions staff will avoid assurances that a place is guaranteed before a written offer is issued.
- Confidential information about another applicant or pupil will not be disclosed when explaining a decision.
- Applications from looked-after or previously looked-after children, children with social workers, service children, international families or children moving between authorities will be handled sensitively and without avoidable delay.

5. Equality, SEND, medical needs and reasonable adjustments

The school will comply with the Equality Act 2010 in admissions, the provision of education and exclusions. It will not discriminate unlawfully, harass or victimise an applicant or pupil.

- Parents should disclose disability, SEND, medical, mental-health, communication and access needs as early as possible so that appropriate arrangements can be considered.
- The school may request reports and, with appropriate authority, consult the child's current setting, local authority or professionals to understand needs and provision.
- Assessments, interviews, tours, taster days and written information will be adjusted where reasonably required.
- A disabled applicant will not be refused merely because reasonable adjustments are required.
- The school will distinguish between a lawful published selection criterion and assumptions about disability, behaviour, attainment or future cost.
- Where the school concludes that it may be unable to meet a child's needs, it will identify the information considered, the adjustments explored and the reasons for its conclusion.
- Information about SEND or medical need will be shared internally only with those who need it to make safe, lawful and informed decisions.

EHC Plans and Section 41 Status

Where an independent special school approved under section 41 of the Children and Families Act 2014 is named in an EHC plan, the applicable statutory admission duty will be followed. Where the School is not approved under section 41, it will cooperate with lawful consultation and consider carefully whether it can meet the pupil's needs, but being proposed or named does not of itself create the same admission duty.

Section 41 status: NOT APPROVED

6. Information available to families

The school will make the following information available through its website, prospectus, admissions material or on request:

- registered age range, provision and main entry points;
- admissions criteria and any assessment, interview, observation or taster process;
- fees, deposits and any other published charges, together with the parent contract;
- scholarship, award and bursary arrangements, where offered;

- SEND and reasonable-adjustment arrangements;
- boarding and guardianship arrangements, where applicable;
- how decisions are communicated and how a parent may ask for a decision review;
- the school's behaviour, discipline, suspension and permanent-exclusion arrangements; and
- how personal information will be used and shared.

7. Application and assessment process

1. Enquiry and provision of admissions information.
2. Visit, meeting, open event or virtual discussion, where offered.
3. Registration using the school's approved form and payment of any published registration charge.
4. Provision of identity, parental-responsibility, current-school, SEND, medical, attendance and safeguarding information requested lawfully by the school.
5. Assessment, interview, observation, taster day or boarding suitability process appropriate to the entry point.
6. Consideration against the published criteria, available capacity and the school's ability to educate and safeguard the child.
7. Written decision.
8. Where offered, acceptance of the place, payment of any deposit and completion of the parent contract by the stated deadline.
9. Completion of joining records, safeguarding transfer, medical information and other pre-admission checks.

SCHOOL-SPECIFIC ADMISSIONS PROCESS

- Assessment, observation, interview or taster arrangements: **Pre-School admissions are first come, first served following discussion with the family about whether the child's needs can be met. Prep and Senior applicants are considered using interview / trial-day impression, current-school references and previous examination results where appropriate. Mathematics and English are typically assessed and applicants are invited to present to the Headteacher on a topic of their choosing.**
- Decision-maker: **Mrs A Wright, Mrs N Venn, Mrs Theodoulou and/or Mr M Capuano**

8. Admissions criteria and decision-making

Where demand exceeds available places, the school will apply its published criteria in the stated order. Criteria must be sufficiently clear for families and staff to understand how a decision will be made.

SCHOOL ADMISSIONS CRITERIA

- **Pre-School: first come, first served, subject to discussion about whether needs can be met. Prep and Senior: interview / trial-day impression, current-school references and previous examination results where appropriate.**

- Academic or aptitude selection may be used only where it is part of the school's lawful, published admissions model.
- A decision will not be based on assumptions about a protected characteristic, disability, family structure, social-care involvement or ability to pay beyond the published contractual arrangements.
- Conduct or safeguarding information will be considered carefully, with attention to context, reliability, the child's needs and current risk.
- Where information is incomplete, the school will seek clarification before drawing an adverse conclusion where it is reasonable to do so.
- The school will keep a proportionate record of the evidence considered, any adjustments made and the reasons for its decision.

9. Offers, conditions and acceptance

A registration, assessment or successful interview does not secure a place. A place is secured only when the school has issued a written offer and the parent has completed the stated acceptance requirements.

- The offer will identify the proposed entry date, year group, day or boarding status and any lawful conditions.
- The parent must disclose material information requested by the school and notify the school of any significant change before entry.
- An offer may be withdrawn where acceptance conditions are not completed by the deadline, the place is no longer available, a material condition is not met, or relevant information has been deliberately withheld or misrepresented.
- Before withdrawing an offer for a reason connected with disability, SEND, medical need, behaviour or safeguarding, the school will consider equality duties, reasonable adjustments and the reliability and relevance of the information.
- Any withdrawal of an accepted offer will be authorised by the headteacher and recorded with reasons and communicated in writing.

10. Waiting lists, deferred entry and year-group placement

- Where no suitable place is available, the school may offer a waiting-list place under the published arrangements.
- A waiting-list position is not a guarantee of admission and may change as applications are considered under the published criteria.
- The school will state whether families must renew interest and when the waiting list closes.
- Requests to defer entry or enter outside the normal age group will be considered individually, taking account of educational, developmental, safeguarding, SEND and practical factors.
- The school will consult parents and, where appropriate, the child and relevant professionals before deciding an atypical year-group placement.
- The reasons for an agreed or refused atypical placement will be recorded.
- Decisions on deferred entry or admission outside the normal age group will be made by the Admissions decision-maker identified in Section 7.

11. Scholarships, awards and bursaries

Where the school offers scholarships, awards or bursaries, the criteria, assessment process, financial conditions, duration and review arrangements will be published separately and applied consistently.

- An award decision is separate from the admission decision unless the published arrangements state otherwise.
- Reasonable adjustments will be considered for award assessments.
- Financial information used for means-tested assistance will be handled confidentially and under the Data Protection Policy and Privacy Notice.
- The terms for continuation, variation or withdrawal of an award will be set out in writing and will not be used to circumvent the proper disciplinary or required-removal process.

12. EYFS, boarding and overseas admissions

EYFS

Where the school admits children to the EYFS, it will obtain the information needed to meet the EYFS framework, including emergency contacts, health, allergy, dietary, SEND, safeguarding and developmental information. Settling-in and transition arrangements will be appropriate to the child's age and needs.

Boarding

Not applicable. The school does not provide boarding or residential accommodation.

Overseas pupils

The school will check immigration, visa, guardianship and accommodation requirements where applicable. Admissions staff must not give immigration advice beyond their competence and will refer families to official or professional advice where necessary.

CHILD STUDENT SPONSOR ARRANGEMENTS

Child Student Sponsor Status: none

Attendance, engagement monitoring and action relating to missed expected contact points for sponsored pupils are addressed in the Attendance and Punctuality Policy.

13. Safeguarding and pre-admission information

Admission must support, not interrupt, safeguarding. The school will seek sufficient information to plan safe education and care before the child starts.

- identity, date of birth, addresses and parental-responsibility information;
- at least two emergency contacts where reasonably possible;
- current and previous schools or education arrangements;
- attendance history and reason for transfer;
- SEND, EHC plan, medical, mental-health, allergy and medication information;
- social-worker, looked-after-child, child-protection, Family Help or other professional involvement;
- risk-management, behaviour-support or restrictive-intervention information where relevant;
- safeguarding and child-protection file transfer; and
- information needed for safe boarding, transport or alternative provision where applicable.

Immediate safeguarding concerns

Admissions and transfers must not be delayed or managed in a way that avoids safeguarding responsibility. Where information received during the admissions or transfer process indicates that a child may be at risk of harm, the member of staff receiving the information must inform the DSL or a Deputy DSL without delay. Any necessary safeguarding action or referral will proceed under the Safeguarding and Child Protection Policy regardless of the status of the application or transfer.

14. Admission register, agreed start date and non-arrival

- Enter the pupil's name on the admission register from the beginning of the first session on the agreed or notified first day of attendance.
- If no date has been agreed or notified, enter the pupil on the first day they attend.
- For a non-standard transition, make the required new-pupil return to the local authority within five days, unless the local authority lawfully requires wider returns.
- Keep addresses, parents, emergency contacts and education arrangements accurate and current.

If a pupil fails to attend on the agreed start date, the school will make immediate and proportionate enquiries to establish the child's whereabouts, safety and education. Where the child may be missing education or at risk of harm, the school will contact the local authority children-missing-education team and follow safeguarding procedures without delay.

15. Transfers, leavers and safeguarding records

- Parents must give the contractual notice required by the parent contract unless another written arrangement is agreed.
- The school will ask for the pupil's destination, future address and start date and will verify the destination where appropriate.
- The pupil's name will be removed from the admission register only when a lawful ground under the School Attendance (Pupil Registration) (England) Regulations 2024 is met.
- A deletion return will be made to the local authority with the required information. Deletion will not be backdated.
- Where statutory joint enquiries are required before deletion, the school will work with the local authority and will not remove the pupil until the legal conditions are met.
- Education and transition information will be transferred securely and promptly to the new setting.
- The DSL will transfer the safeguarding file separately and securely as soon as possible, within five days for an in-year transfer or within the first five days of a new term, and will obtain confirmation of receipt.
- Where the school has confirmed that there is no child-protection file to transfer, the receiving school or college will be informed of this so that the absence of a transferred safeguarding file is understood to be intentional rather than an incomplete transfer.

- Where significant risk exists, the DSL will communicate directly with the receiving DSL before or at transfer so that support is ready.

16. Elective home education

Parents may usually choose elective home education. The school will provide balanced information and will not pressure, induce or encourage a parent to withdraw a child for home education in order to manage attendance, behaviour, attainment, SEND, safeguarding or capacity.

- A parent's notice must be in writing, state that the child will receive education otherwise than at school and identify the last day of attendance.
- The school will offer a discussion before withdrawal, particularly where the pupil has SEND, an EHC plan, a social worker, attendance concerns or another vulnerability.
- The child's views will be considered where appropriate.
- The DSL will consider whether the proposed withdrawal raises a safeguarding concern and will share information lawfully with the local authority.
- Any safeguarding concern, referral or protective action will proceed under the Safeguarding and Child Protection Policy without delay; the proposed move to elective home education does not replace or postpone safeguarding action.
- The school will notify the local authority and delete the pupil only when the applicable statutory ground is met.
- A pupil registered at a special school under arrangements made by a local authority will not be removed for home education without the local authority's consent where the law requires it.
- Where any provision of the Children's Wellbeing and Schools Act 2026 concerning local-authority consent to withdrawal for home education, or a mandatory pre-withdrawal meeting, has been commenced and applies to the pupil, the School will not remove the pupil's name from the admission register until the applicable statutory requirement has been satisfied.

17. Behaviour, discipline and alternatives to exclusion

The school will promote positive behaviour through its Behaviour and Discipline Policy. Suspension and permanent exclusion are serious sanctions and will not be used casually or as substitutes for appropriate safeguarding, SEND, medical, pastoral or behaviour support.

- Staff will consider whether behaviour may arise from unmet need, disability, SEND, communication difficulty, medical or mental-health need, trauma, bereavement, bullying, child-on-child abuse or another safeguarding concern.
- Reasonable adjustments and support already provided will be reviewed before and after a serious sanction where relevant.
- The school may use proportionate alternatives, including restorative work where safe, pastoral support, behaviour planning, mentoring, timetable or supervision adjustments, specialist advice or a managed transition agreed with the family.
- Mediation or restorative work will not be imposed where it is unsafe, inappropriate or likely to compromise a safeguarding response.
- A decision not to exclude does not prevent the school from imposing another reasonable and published sanction.

18. Suspension

A suspension is a temporary disciplinary removal for a specified period. It may be used for a serious incident or a persistent breach of the Behaviour and Discipline Policy where a lesser response would be insufficient.

Before a suspension decision is finalised, the Headteacher will consult a Governor of Alpha Schools.

- The period will be no longer than reasonably necessary and will have a clear start and end.
- The school will identify whether immediate safeguarding separation is needed and will not mislabel a safeguarding arrangement as punishment.
- Parents will be informed promptly and receive written reasons, dates, educational arrangements, expectations during suspension and the return process.
- The pupil will receive appropriate educational work and support during the suspension, taking account of duration, age, needs, safety and the parent contract.

- The school will maintain contact proportionate to the pupil's welfare and will consider reintegration support before return.
- A further sanction will not be imposed for the same conduct without a fair reason, such as material new evidence or a separate incident.

19. Permanent exclusion

Permanent exclusion may be considered where there has been a serious breach or persistent breaches of the school's published standards and allowing the pupil to remain would seriously harm the education, welfare, safety or orderly operation of the school community, or where another serious contractual disciplinary ground applies.

- It will normally be a last resort, but a single exceptionally serious incident may justify permanent exclusion.
- The decision will be made only by the Headteacher (or acting Headteacher) under the parent contract.
- The school will consider the evidence, the pupil's account, age, developmental stage, disciplinary history, mitigating and aggravating factors, safeguarding, SEND, disability, medical needs, reasonable adjustments and the impact on others.
- The civil standard of proof, the balance of probabilities, will normally be used unless the parent contract or law requires another approach.
- The school will not treat a police decision not to prosecute, or the absence of a criminal conviction, as preventing its own fair disciplinary decision.
- Parents and the pupil, where appropriate, will have a meaningful opportunity to respond before the final decision unless an immediate decision is exceptionally necessary for safety and the contract permits it.
- The decision and reasons will be confirmed in writing together with the effective date, educational and record-transfer arrangements and review route.

20. Required removal for a non-disciplinary reason

Where the parent contract permits required removal for a substantial non-disciplinary reason, the school will use a distinct and fair process. Examples may include a serious and continuing parental breach, non-payment, breakdown of the relationship of trust, or a conclusion after proper assessment that the school cannot safely or reasonably meet the pupil's needs.

- The school will identify the contractual ground relied upon and the evidence supporting it.
- Where need, disability or medical circumstances are involved, the school will consider reasonable adjustments, support, professional advice and alternative arrangements before deciding.
- Required removal will not be used as a shortcut around the disciplinary procedure, the Equality Act, safeguarding duties, complaints, admissions-register law or the proper handling of unmet need.
- The parent will receive written reasons and the contractual review route.
- The pupil's transition and safeguarding information will be managed in the same careful way as any other leaver.

A decision to require removal will be made only by the Headmistress. The applicable grounds, notice provisions and contractual rights of review are those contained in the School's current parent contract.

21. Investigation and fair decision-making

1. The concern or allegation is recorded and immediate safety action is taken.
2. The school decides whether the matter is primarily disciplinary, safeguarding, criminal, medical or a combination and involves the DSL where required.
3. Relevant evidence is gathered proportionately. Pupils are not repeatedly interviewed about safeguarding matters.
4. The pupil is told the substance of the concern in an age-appropriate way and is given an opportunity to respond, with support or adjustment where needed.
5. The school considers reliability, consistency, context, motive, corroboration and the limits of the evidence.
6. The decision-maker considers support, alternatives, equality, safeguarding and proportionality.
7. The decision, reasons and next steps are recorded and communicated.

A disciplinary investigation must not obstruct or contaminate a safeguarding or police investigation. The school will take advice from the DSL, local authority children's social care, LADO or police as appropriate about timing, questioning, evidence and communication with parents.

22. Education, welfare and reintegration during suspension

- The school will provide or arrange meaningful education during suspension, ordinarily from the first school day, so far as reasonably practicable.
- Work will be accessible and appropriately adjusted for SEND, disability or medical need.
- A named member of staff will maintain proportionate welfare contact and escalate concerns to the DSL.
- Examinations, assessments, medication, therapy, counselling, safeguarding plans and transition needs will be considered individually.
- Before return, the school will normally hold a reintegration discussion with the pupil and parent.
- A reintegration plan may include repaired relationships, revised support, behaviour goals, supervision, risk management, timetable adjustments or professional involvement.
- A reintegration meeting is not a condition that can be used to extend a suspension after its stated end date unless a separate lawful decision is made.

23. Written notification, records and local-authority liaison

The school will keep an accurate record of each serious sanction and the reasons for it, as required by the Independent School Standards.

Record or communication	Minimum content
Suspension letter	Reason, period, return date, education, welfare contact, expectations and any review route.
Permanent-exclusion or required-removal letter	Decision, reasons, evidence summary, effective date, contract provision, education or transition arrangements and review route.
Internal decision record	Incident, evidence, pupil and parent representations, safeguarding, SEND, equality, adjustments, alternatives, decision and reasons.
Admission-register record	Accurate start, status and lawful deletion information.
Local-authority return	Required addition or deletion information and the statutory ground.
Safeguarding record	Separate safeguarding concerns, decisions, referrals and transfer, cross-referenced where appropriate.

The school will liaise with the pupil's home local authority about education, safeguarding or children-missing-education concerns where required or necessary. Removal from the admission register will occur only when the applicable legal ground is satisfied.

24. Review of admissions and exclusion decisions

The school will provide a clear internal review route that is consistent with its parent contract. A review is not the statutory admission appeal or independent review panel used in the state sector.

Admissions decision review

- A parent may request a review where they believe the published process was not followed, relevant information was overlooked, an unlawful factor was considered or a reasonable adjustment was not made.
- The review will not disclose confidential information about another applicant or require the school to create a place beyond capacity.

- The reviewer may uphold the decision or require reconsideration by an appropriate decision-maker.
- Admissions review requests should be made promptly to the Governing Body, details available on the website.

Permanent exclusion or required-removal review

- The parent may request a review within 5 working days of the written decision.
- The review will be conducted by the School's Governors not responsible for the original decision, so far as the school's governance permits.
- The parent may submit written representations and attend with a companion or adviser, subject to reasonable procedure.
- The pupil's views will be considered in an age-appropriate manner and with any needed support.
- The review will consider whether the procedure was fair, the findings were supported by evidence, relevant safeguarding and equality matters were addressed, and the outcome was proportionate and contractually authorised.
- The outcome and reasons will be confirmed in writing. Available outcomes: uphold the decision or reinstate the pupil.

25. Prohibited informal exclusion and off-rolling

THE SCHOOL WILL NOT

- send a pupil home to cool off without recording a formal suspension or another clearly lawful welfare arrangement;
- tell a pupil not to attend while leaving the absence unexplained or falsely coded;
- use remote education or a reduced timetable as a disciplinary sanction or a substitute for proper exclusion procedure;
- pressure or induce a parent to withdraw, home educate or accept required removal to protect school results, attendance, inspection outcomes or reputation;
- remove a pupil from the admission register before a statutory deletion ground is fully met;
- use safeguarding separation, alternative provision, study leave, medical absence or boarding leave to disguise exclusion; or
- make a pupil's return conditional upon a meeting or agreement that extends the stated suspension without a separate lawful decision.

Where a temporary separation is needed for immediate safeguarding or risk management, the school will identify the legal and operational basis, continue suitable education and support, keep the arrangement under review and record why it is not a disciplinary exclusion.

26. Complaints, legal rights and external routes

The school's Complaints Procedure does not normally replace the admissions or exclusion review route in this policy. The School's Complaints Procedure is available to prospective parents for information, but the statutory complaints procedure under Part 7 of the Independent School Standards does not apply to complaints relating to prospective pupils or unsuccessful admissions. Complaints from parents of former pupils will be dealt with under the Complaints Procedure only where the complaint was initially raised while the pupil concerned was still registered at the School. Admissions and exclusion review rights are those set out in this policy and the applicable parent contract.

- A safeguarding concern must be handled under the Safeguarding and Child Protection Policy and must not wait for a complaint outcome.
- A data-protection concern may also be raised under the Data Protection Policy and Privacy Notice.
- A parent may seek independent legal advice or use any external statutory remedy available to them, including an Equality Act claim where applicable.
- Nothing in this policy removes a person's right to contact the local authority, police, children's social care, regulator or inspectorate where they have a legitimate concern.

27. Information sharing, confidentiality and retention

Admissions and exclusion information will be handled under UK GDPR, the Data Protection Act 2018, the Data (Use and Access) Act 2025, the school's Privacy Notice and records-retention schedule.

- The school will collect only information that is relevant to admission, education, safety, contractual administration or legal duties.
- Special-category and safeguarding information will receive additional protection.

- Information may be shared without consent where this is necessary and lawful to protect a child, meet an education or registration duty, investigate serious misconduct, establish legal claims or cooperate with an authority.
- Admissions notes and assessment material will be retained in accordance with the School's approved records-retention schedule and any applicable legal, safeguarding or litigation hold.
- Exclusion and serious-sanction records will be retained in line with the school's retention schedule and any legal or safeguarding hold.
- A parent's access request will be considered under data-protection law and may be limited to protect another person's information, safeguarding or legal privilege.

28. Monitoring, proprietor oversight and review

The Headteacher will monitor admissions, suspensions, permanent exclusions, required removals, withdrawals and unsuccessful starts to ensure that the policy is effective and that patterns are understood.

- The proprietor will receive appropriate anonymised or case-specific assurance about serious decisions, trends, review outcomes and legal compliance.
- Monitoring will consider age, year group, SEND, disability, sex, race, religion or belief, sexual orientation where known and relevant, looked-after or social-care status, bursary status, boarding status and other indicators of possible disparity.
- The school will review whether reasonable adjustments and support were effective and whether any policy, culture, curriculum, supervision or practice contributed to repeated cases.
- Admissions criteria and materials will be reviewed whenever provision, capacity, selection or legal requirements change.
- This policy will be reviewed at least annually and sooner after a serious case, legal change, inspection finding or material contractual change.

29. Policies to be read in conjunction

- Safeguarding and Child Protection Policy
- Attendance and Punctuality Policy
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Non-Discrimination and Inclusion Policy
- Complaints Procedure
- Data Protection Policy
- Data Protection Privacy Notice
- Risk Assessment Policy
- First Aid Policy
- Supporting Pupils with Medical Conditions Policy
- Safer Recruitment Policy
- Internet Policy
- Relationships and Sex Education Policy
- PSHCE Policy
- Restrictive Interventions Policy
- Boarding policies and procedures, where applicable
- The school's current parent contract, fee schedule, scholarship and bursary terms

30. Source register

Source	Application
Education (Independent School Standards) Regulations 2014	Statutory requirements for registered independent schools.
Independent School Standards Guidance, April 2026	DfE guidance explaining the standards and evidence of effective implementation.

Source	Application
Keeping Children Safe in Education 2026	Statutory safeguarding and safer-recruitment guidance applying from 1 September 2026.
Working Together to Safeguard Children 2026	Statutory multi-agency safeguarding guidance.
Early Years Foundation Stage statutory framework for group and school-based providers, September 2026	Applies where the school provides registered EYFS provision.
Equality Act 2010	Applies to education, admissions, employment and services, including reasonable adjustments.
Human Rights Act 1998	Relevant to proportionate, fair and child-centred decision-making.
UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025	Data-protection framework, including lawful safeguarding information sharing.
Equality Act 2010 and EHRC Technical guidance for schools in England, updated September 2025	Admissions, education, exclusions, discrimination, victimisation and reasonable-adjustment duties.
School Attendance (Pupil Registration) (England) Regulations 2024	Statutory admission-register, attendance-register, addition, deletion and return requirements.
Children missing education: statutory guidance for local authorities and schools, September 2025	Statutory guidance applying to independent-school proprietors, including additions, deletions, reasonable enquiries and off-rolling.
Working together to improve school attendance, updated July 2026	Statutory attendance and registration guidance, including independent-school responsibilities.
Education Act 1996, including sections 7, 19, 436A and 437	Parental education duty, local-authority education duties and children-missing-education framework.
Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years	EHC plan consultation, section 41 approved institutions and SEND responsibilities.
Boarding schools: national minimum standards, updated May 2026	Applies where the school provides boarding.
Student sponsor guidance, updated June 2026, and Child Student immigration rules	Applies where the school sponsors overseas pupils under the Child Student route.
Ofsted non-association independent school inspection information and operating guide for use from September 2026, where applicable	Inspection evidence and off-rolling expectations; this guidance does not replace legislation or statutory guidance.
The school's parent contract and contractual terms	Controls contractual acceptance, notice, disciplinary exclusion, required removal and review, subject to overriding law.
Children's Wellbeing and Schools Act 2026	Future changes to elective home education withdrawal, including local-authority consent for specified vulnerable children and mandatory-meeting pilot arrangements when the relevant provisions are commenced.