



**Shaw
Education
Trust**

Exclusions Policy

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Exclusion policy

1 Introduction

- 1.1 Endon High School's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the Endon High School will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.
- 1.2 Where Endon High School's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.
- 1.3 Endon High School will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2022) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).
- 1.4 This policy should be read in conjunction with the behaviour policy and the SEND policy for the Endon High School.

2 Application of policy

- 2.1 This policy applies to all members of the Endon High School community. Endon High School will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

3 Types of exclusion

Suspensions and permanent exclusions are different:

- 3.1 Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.
- 3.2 Permanent exclusions are where, subject to a decision of the governing board to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

4 Roles and responsibilities

All members of the Endon High School community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Endon High School community are set out in detail below.

The headteacher

- 4.1 All decisions to suspend or permanently exclude a pupil will be taken by the headteacher after considering all the circumstances and liaising with the Director of Secondary at the Shaw Education Trust. Every decision made will be proportionate to the seriousness of the behaviour with reference to the Endon High School's behaviour policy.

The Academy Councillors

- 4.2 The Academy Council is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the Academy Council will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

Parents

- 4.3 Parents will be informed without delay of any suspension or exclusion and that there is an ability to make representations in regard to any

suspension or exclusion decision. Details will be provided on the rights parents have with every exclusion/suspension letter that is sent from the headteacher.

Pupils

- 4.4 All pupils of the school are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

5 CCTV, witness evidence and pupil views

- 5.1 Endon High School uses Close Circuit Television (**CCTV**) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any academy council review meeting. Please see the school's CCTV policy and privacy notices for more information.
- 5.2 Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any academy council review meeting. All statements will be signed and dated unless the headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.
- 5.3 Before taking a decision to suspend or exclude and where appropriate, the headteacher will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.
- 5.4 If the pupil has special educational needs in a mainstream school the view of the SENCO will also be taken into consideration.

6 Reintegration strategy meetings following suspension or off-site direction

6.1 Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start,
- help them understand the impact of their behaviour on themselves and others,
- teach them to how meet the high expectations of behaviour in line with the school culture,
- foster a renewed sense of belonging within the school community; and
- build engagement with learning

so that further suspensions are not needed. School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

6.2 The school used various measures to support a pupil's successful reintegration including, examples could include interventions such as:

- daily contact with a designated pastoral professionals in-school; for example Form Tutors, Progress Manager, Pastoral Leader, a designated member of the SEND team or a member of the Leadership Team.
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult or a local mentoring service;
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

6.3 Whilst reintegration meetings are highly encouraged by the school, pupils will not be prevented from being admitted to the School or being put back in classes because a meeting has not taken place.

7 Suspensions before a permanent exclusion

- 7.1 In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious, and time is required to fully investigate the circumstances and consider alternatives.

8 Directing off-site and managed moves

- 8.1 Before taking any decision to permanently exclude a pupil, the headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.
- 8.2 In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.
- 8.3 For a managed move to take place there needs to be agreement between the School, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil should attend the new school for a trial period to ensure that the new school would be suitable for them. The school will share relevant information with the new school and check that they have an integration strategy. During and at the end of this period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent. For a child with an Education, Health and Care plan the Local Authority SEND officer will be consulted.

9 Independent review panels (IRPs)

- 9.1 The School will work with key partners to arrange the IRP, and requests for an IRP where a permanent exclusion has been upheld should be made to the headteacher within 15 school days.
- 9.2 Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions.

10 Reconsideration by the Academy Council

Where an IRP either recommends reconsideration or quashes the initial decision of the academy council, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the School and parents or may be a reconsideration with only the academy council members and the clerk present.

11 Complaints

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the headteacher in accordance with the school's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

12 Equality impact

The school does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex. Before bringing this policy into effect the School consulted stakeholders via their academy council to gain their views and responses. The consultation responses have informed this policy.

13 Monitoring arrangements

School leaders, the Academy Council and SET Trustees review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by school leaders and the academy council to ensure the processes and support for pupils are appropriate:

- the interventions put in place for pupils at risk of suspension and permanent exclusion
- the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- the full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
 - any previous placements have been evaluated, including support for any applicable SEND;
 - there is a process in place to monitor the pupil's attendance and behaviour at the provision
 - the correct attendance code is being used

- the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils
- the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves
- whether the school register and absence codes have been recorded correctly
- how the behaviour policy is applied and specifically its consistency
- the circumstances in which pupils receive repeat suspensions
- whether Personal Education Plans for looked after children have been reviewed on a termly basis

SET trustees monitor the data regarding exclusions and suspensions through their work within the Education Standards committee.

14 Behaviour Policy Sections Relating to Suspension and Exclusion

The following has been duplicated from the school's behaviour policy:

Suspensions

Suspensions can only be authorised by the Headteacher (or a member of the Leadership Team deputising in the Headteacher's absence.) Certain types of behaviour will automatically lead to the possibility of the suspension of a pupil. The type (fixed or permanent) and duration of the suspension will depend on circumstances such as the severity of the incident and the frequency of incidents, although in some instances a single act may result in a suspension or permanent exclusion (expulsion).

Permanent exclusion (expulsion) is the ultimate sanction. The school needs to intervene promptly and effectively in order to keep pupils in school wherever possible.

There are two kinds of exclusion:

a. *Fixed term suspensions are limited to a maximum of 45 days in one academic year. (It is not envisaged that any fixed term suspensions should last this long). Most should be in the order of 1-5 days. It represents an opportunity for a cooling-off period or for rules and expectations to be consolidated with parents or for conditions for the child to remain in school to be reinforced with the child and its parents. It would only be used for serious breaches of school rules such as physical assault and other serious forms of bullying, abuse of staff or gross misconduct. (eg. serious actual or threatened violence against another pupil or member of staff; abuse/assault of a sexual nature e.g upskirting; or child on child abuse; serious breach of the School's Drugs Policy; carrying an offensive weapon).*

b. *Permanent exclusions (expulsions) are only used in the last resort if all other measures fail or in very serious cases. The school has to demonstrate that reasonable steps have been taken to avoid the exclusion and that allowing the child to remain in school would be detrimental to the education and welfare of the pupil or to others in the school.*

Suspension is the ultimate sanction for disruptive pupils. It is used as an immediate response to a serious and totally unforeseen occurrence or it can come about as the result of the cumulative effect of a series of incidents. Suspension is not only a deterrent but a public statement by the school that some behaviours will not be tolerated and those who display such behaviour will be excluded from the learning community.

"Reasonable steps" might include:

- exhausting other appropriate sanctions.*
- interviewing the pupil with parents (possibly by the Governors Discipline Committee.)*
- identifying any Special Educational Needs (see BIEP procedure.)*
- negotiating agreements (see support plans, stages 1-5 and behaviour contracts)*
- issuing a letter of expectation/formal warning.*
- removing the pupil from particular activities.*
- removing the pupil from particular lessons.*
- introducing a modified timetable.*
- providing an alternative/amended curriculum.*
- involving outside agencies, e.g. CAMHS, Educational Psychologist, Early Help Assessment, etc.*

The Headteacher may, in certain circumstances, recommend an alternative sanction, reasonable step, or support plan, prior to escalating/increasing a

suspension. For example, an alternative sanction could be an internal isolation, or a sanction/support could be a period of respite at another school.

Parents will be notified of all exclusions or suspensions in writing.

In the event of an accumulation of suspensions a Governors' Hearing can be arranged if the pupil has been suspended for more than ten days in one term.

Returning to school after Suspension:

- *Interview with Progress Manager, member of the Leadership Team or pastoral lead.*
- *Consideration of a support plan (e.g a PSP) or behaviour contract being put in place which highlights targets, strategies and the possible support from outside agencies but is also explicit about the likelihood of more serious sanctions being applied if there are further serious breaches of the school's behaviour expectations and the plan's targets.*
- *For some pupils a risk assessment will be undertaken by the school and possibly with the help of outside agencies. This may result in a reduced timetable, alternative provision or, in agreement with parents, a pupil being placed at another provider/school for a fixed period. If parents do not agree to the introduction of an alternative strategy following a suspension, the school reserves the right to increase the stage of exclusion up to, and including, permanent exclusion.*

Appeals Procedure:

In all cases where parents appeal against a fixed term suspension they will be asked to indicate the nature of their appeal, i.e. whether this is against the alleged offence or against the punishment the school has sought to impose.

The arrangements for permanent suspensions are covered by the LA regulations.



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**Act with
integrity**

**Be
innovative**

**Be best
in class**

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accountable**