

Exclusion Policy

Approved by CEO for RET Board

Approved on September 2022

RET contact Behaviour Lead Adviser

Revision due Every 2 years



1. Introduction

- a. This exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the 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.
- b. Where the 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 students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.
- c. The 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).
- d. This policy should be read in conjunction with the behaviour policy and the SEND policy for the school.

2. Application of policy

- a. This policy applies to all members of the school community. The school will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and students.

3. Types of Exclusion

- a. Suspensions and permanent exclusions are different:
 1. Suspensions (previously called fixed-term exclusions) are where students are 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 student may receive a maximum of 45 days of suspension in an academic year before being permanently excluded.
 2. Permanent exclusions are where, subject to a decision of the local governing body to reinstate the student to the school, the student 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 student to remain in school would seriously harm the education or welfare of the student or others, such as staff or students, in the school.

4. Roles and responsibilities

- a. All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school community are set out in detail below.
 1. The headteacher - All decisions to suspend or permanently exclude a student will be taken by the headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the school's behaviour policy.
 2. The local governing body 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 local governing body will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the student to the school.
 3. Parents - Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations regarding any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the headteacher.
 4. Students - All students at the school are expected to follow the expectations regarding their behaviour to ensure that all students can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

5. CCTV, witness evidence and student views

- a. The school uses Closed Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for students, 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

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upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any governor review meeting. Please see the school's CCTV policy and privacy notices for more information.

- b. Where witness evidence is relied upon, whether that be from a student or a staff member, the statement(s) will be provided at any governor 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. Witness statements may therefore be redacted when shared with others.
- c. Before taking a decision to suspend or exclude and where appropriate, the headteacher will take the student's views into account, considering these in the light of their age and understanding, and inform the student about how their views have been factored into any decision made. Where relevant, the student will be given support to express their view, including through advocates such as parents or, if the student has one, a social worker. The headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

6. Reintegration strategy meetings following suspension or off-site direction

- a. Where a student is suspended or is directed to be educated off-site, both the student and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:
 1. offer the student a fresh start
 2. help them understand the impact of their behaviour on themselves and others
 3. teach them how to meet the high expectations of behaviour in line with the school culture
 4. foster a renewed sense of belonging within the school community, and
 5. build engagement with learning.so that further suspensions are not needed. School staff will work with the student to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success. This meeting may be held during or at the end of the period of suspension or off-site direction but in exceptional circumstances may take place prior to that or soon after the return to school.
- b. The school uses various measures to support a student's successful reintegration including:
 1. regular contact with a designated pastoral professional in-school and/or planned 1:1 or small group pastoral interventions
 2. use of a report card with personalised targets
 3. ensuring the student receives academic support upon return to catch up on any lost progress
 4. mentoring by a trusted adult
 5. regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage, and
 6. informing the student, parents and staff of potential external support.
- c. Whilst reintegration meetings are highly encouraged by the school, students will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

7. Suspensions before a permanent exclusion

- a. In exceptional circumstances, students 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 was required to fully investigate the circumstances and consider alternatives.

8. Directing off-site and managed moves

- a. Before taking any decision to permanently exclude a student, 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.

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- b. In the case of directing a student 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 student'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.
- c. 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 student should attend the new school for a trial period to ensure that the new school would be suitable. This trial period would take place under the off-site direction provisions. We will share relevant information with the new school and check that they have an integration strategy. 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.

9. Independent review panels (IRPs)

- a. The Trust/school arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the clerk to the governing body within 15 school days.
- b. 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 local governing body

- a. Where an IRP either recommends reconsideration or quashes the initial decision of the local governing body, 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 local governing body members and the clerk present.

11. Complaints

- a. 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 procedure. If the concern relates to an exclusion or suspension, the statutory procedure set out in the exclusions statutory guidance will be followed.

12. Equality impact

- a. The school does all it can to ensure that its policies do not discriminate against students or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

13. Monitoring arrangements

- a. The governors review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the governors to ensure the processes and support for students are appropriate:
 1. the interventions put in place for students at risk of suspension and permanent exclusion
 2. 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 students are benefitting from it
 3. the full-time educational provision for students 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:
 - a. any previous placements have been evaluated, including support for any applicable SEND
 - b. there is a process in place to monitor the student's attendance and behaviour at the provision
 - c. the correct attendance code is being used
 - d. the student's child protection file and any other information relevant to the student's safeguarding and welfare has been securely transferred to their new setting as early as possible

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4. whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of students
 5. 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
 6. whether the school register and absence codes have been recorded correctly
 7. how the behaviour policy is applied and specifically its consistency
 8. the circumstances in which students receive repeat suspensions
 9. whether Personal Education Plans for looked after children have been reviewed on a termly basis.
- b. The Trust Board will monitor the application of this policy by LGBs.