

Exclusion Policy



Review Date:

August 2023

Ratified:

Next Review:

August 2025

Responsible Directorate

Education

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment
to Education**

**Transparency
and Integrity**

**Innovation and
Improvement**

**Dedication to
Inclusivity**

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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1. | Introduction

- 1.1 Academy Transformation Trust's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the Trust 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 the Academy Transformation Trust'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 The Trust will always have regard to the *Statutory Guidance on Exclusions and Suspensions* (May 2023) 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 our *Behaviour Policy* and *SEND Policy*.

2. | Application of this Policy

- 2.1 This policy applies to all members of the Trust community. Each academy within the Trust 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

- 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 body 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 when 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

- 4.1 **All members of the Trust community** are expected to follow this policy. Roles, responsibilities, and expectations of each section of the Trust community are set out in detail below.
- 4.2 **The Principal** - All decisions to suspend or permanently exclude a pupil will be taken by the Principal after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to our *Behaviour Policy*.
- 4.3 **The Governors** - The Trust Board has delegated the responsibility 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, to local governors within any ATT academy. 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 pupil to the school.
- 4.4 **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 Principal.
- 4.5 **Pupils** - All pupils of ATT academies 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, our *Behaviour Policy* will apply.

5. | CCTV, Witness Evidence and Pupil Views

- 5.1 ATT 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 governor review meeting. Please see our *Data Protection Policy* and privacy notices for more information.
- 5.2 Where witness evidence is relied upon, whether from a pupil or a staff member, the statement(s) will be provided at any governor review meeting. All statements will be signed and dated unless the Principal has good reason to protect the anonymity of the relevant witness, (for example, threats of reprisals).

- 5.3 Before making a decision to suspend or exclude and where appropriate, the Principal 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 Principal will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

6. | Reintegration Strategy Meetings

- 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
- build engagement with learning.

The reintegration meetings are designed to prevent further suspensions. 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 or 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 uses various measures to support a pupil's successful reintegration as set out in our *Behaviour Policy*.
- 6.3 Whilst reintegration meetings are highly encouraged, pupils will not be prevented from being admitted to the academy or being put in mainstream classes because a meeting has not taken place.

7. | Cancelling a Suspension or Exclusion

- 7.1 A suspension or exclusion can be cancelled by the Principal as long as the suspension or exclusion has not been considered by the governing body. In relation to an exclusion, it cannot be cancelled if the total time the pupil was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.

- 7.2 Where a suspension or exclusion is cancelled, the relevant parties will be informed by the Principal in accordance with the *Statutory Guidance on Exclusions and Suspensions*.

8. | Suspensions before a Permanent Exclusion

- 8.1 In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the Principal will send the relevant letter setting out the rights of parents.
- 8.2 A suspension cannot be converted into a permanent exclusion, so any subsequent permanent exclusion is a separate decision due to commence immediately after the suspension has ended.
- 8.3 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.

9. | Directing Off-Site and Managed Moves

- 9.1 Before taking any decision to permanently exclude a pupil, the Principal will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention is a reasonable alternative that should be considered.
- 9.2 In cases where a pupil is directed off-site to alternative provision, it is intended to be used as a short-term measure, forming 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.
- 9.3 For a managed move to take place there must be agreement between the academy, the parents and the new school that the managed move should occur. Before a managed move is agreed to, the pupil will attend the new school for a fixed period to ensure that the new school would be suitable for them. We will share relevant information with the new school and check that they have an integration strategy. At the end of this direction period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

10. | Independent Review Panels (IRPs)

- 10.1 Our Trust arranges its own IRPs. Requests for an IRP where a permanent exclusion has been upheld should be made to the Head of Governance, Michelle Eaves, by email to michelle.eaves@attrust.org.uk within 15 school days.
- 10.2 Further details on the role and powers of IRPs can be found in part ten of the *Statutory Guidance on Exclusions and Suspensions*.

11. | Reconsideration by the Governors

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

12. | Remote Meetings

- 12.1 Any governor and/or IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire, and an outbreak of an infectious disease.
- 12.2 In addition, where a child's social worker or the virtual school head are due to attend a meeting, they may join an in-person meeting remotely as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.

13. | Complaints

- 13.1 If parents have any concerns or complaints over the application or implementation of this policy, or feel they are being pressured into a managed move, they should raise their concerns with a staff member or the Principal in accordance with our *Complaints Policy*. If the concern relates to an exclusion, the statutory procedure set out in the *Statutory Guidance on Exclusions and Suspensions* will be followed.

14. | Equality Impact

- 14.1 Our Trust 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.

15. | Monitoring Arrangements

15.1 The trustees and 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 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.