

We are an ambitious and inclusive Trust of schools
strengthening communities through excellent education.



Exclusion Policy

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1.0 Policy Statement

- 1.1 Our mission is to transform lives and strengthen our communities to make the world a better place.

2.0 Scope and Purpose

- 2.1 The Ted Wragg Trust will always have regard to the Statutory Guidance on Suspensions and Exclusions 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).
- 2.2 The Ted Wragg Trust's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the Ted Wragg Trust of Schools will apply. Good behaviour and self-regulation lead to effective learning and help prepare children and young people for life beyond the school gate.
- 2.3 Where the Ted Wragg 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.
- 2.4 This policy should be read in conjunction with the behaviour policy and the SEND policy for the individual schools.

Application of policy:

- 2.5 This policy applies to all members of the Trust community. Each school 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.
- 2.6 Headteachers may delegate aspects of this to an appropriate representative in their absence or when they deem necessary.

3.0 Definition

- 3.1 For the purpose of this document:
- The Ted Wragg Multi Academy Trust is referenced to as the Ted Wragg Trust or TWT or the Trust.
 - Amend all definitions dependent on audience of policy.

4.0 Legal Framework

- 4.1 This Policy will be published on the website and will be included in the Trust's Policy Monitoring Schedule.

5.0 Types of Exclusion

- 5.1 Suspension and permanent exclusions are different:
- Suspensions 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.

- 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.

6.0 Roles and Responsibilities

- 6.1 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.

The Headteacher

- 6.2 All decisions to suspend or permanently exclude a pupil 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 and on the balance of probabilities principle.

The governors

- 6.3 The 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 governing body will be to decide whether to reinstate or not reinstate the pupil to the school.

Parents

- 6.4 Parents should be informed without delay of any suspension or exclusion (this is normally done via a phone call). Parents can also make representations to governors as per criteria in the statutory guidance with regard to suspension or exclusion decisions. Details will be provided of the support available to parents and links to the relevant guidance on all suspension or exclusion letters.

Pupils

- 6.5 All pupils are expected to follow the expectations shared with them regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are not met or breached, the behaviour policy will apply.

7.0 CCTV, witness evidence and pupil views

- 7.1 The Trust 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 by senior (headteacher or designated representative) staff 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 may be shown in some format (redacted as necessary) at any review meeting. Please see the Trust's CCTV policy and privacy notices for more information.
- 7.2 Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governors 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.

- 7.3 Before taking a decision to suspend or exclude and where reasonably possible, 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. These advocates may include parents, VSH and/or a social worker (if relevant). The headteacher will also take account of any contributing, both mitigating and aggravating factors, identified after an incident of misbehaviour has occurred.

8.0 Reintegration strategy meetings following suspension or off-site direction

- 8.1 Where a pupil is suspended, 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:
- Support the student to return successfully,
 - 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
 - support 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.
- 8.2 The school used various measures to support a pupil's successful reintegration. These could include (but are not limited to):
- regular contact with a designated pastoral professional in-school;
 - 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 charity;
 - 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.

9.0 Suspensions before a permanent exclusion

- 9.1 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. Schools may also consider off-

site direction under exceptional circumstances during any investigation process for safeguarding/support purposes.

10.0 Directing off-site and managed moves

- 10.1 Before taking any decision to permanently exclude a pupil, the headteacher will consider whether off-site direction (OSD), direction to attend alternative provision (AP) and/or a managed move (MM) as part of a planned intervention would be a reasonable alternative that should be considered.
- 10.2 A managed move is a process which leads to the transfer of a pupil to another mainstream school permanently. The Trust will consider a managed move for serious one-off incidents only and on completion of a risk assessment when the risks are deemed manageable by all parties. Managed moves should be voluntary and agreed with all parties involved, including the parents, student, the admission authority of the new school and with support from the Local Authority. Managed moves should only occur when it is in the pupil's best interests.
- 10.3 In the case of off-site direction Host School and Circuit Breaker, the aim is for these 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 available.
- 10.4 Before a Fresh Start commences there needs to be agreement between the School, the parents and the new school that the move should occur. Before a Fresh Start is agreed to, the pupil will attend the new school for a trial period (maximum 12 weeks) to ensure that the new school would be suitable for them. Relevant information will be shared with the new school and an integration strategy agreed. 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.
- 10.5 Off-site direction options:

Host School

- Very short-term placement (B code)
- Student work provided by home school
- Support to attend
- Short notice placement

Circuit Breaker

- Agreed 6-week placement- student return (D code)
- Focus on improving behaviour
- Actively reduce mobility
- Can convert to a fresh start if all consent (and place available)

Fresh start

- Initial 6-week placement with additional 6-weeks if extended (D code)
- Clear protocols regarding induction, review(s) and accepting/ending placement
- If successful student will go on-roll permanently

11.0 Independent review panels (IRPs)

- 11.1 The Trust will engage either the local authority (or neighbouring local authority) or Trust partnership agreement to arrange IRPs on the school's behalf, and requests where a permanent exclusion decision to decline to reinstate should be made to local authority within 15 school days.
- 11.2 Further details on the role and powers of IRPs can be found in Part nine of the Statutory Guidance on Exclusions.

12.0 Reconsideration by the governing board

- 12.1 Where an IRP either recommends reconsideration or quashes the initial decision of the governing board, the decision will be considered within 10 school days. This will be a reconsideration with only the governing board members and the clerk present unless new additional information is available and then may involve a rehearing with oral evidence given by the school and parents.

13.0 Complaints

- 13.1 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 Trust's complaints policy. If the complaint relates to the headteacher then the complaint should be raised with the CEO/Deputy CEO. If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

14.0 Equality impact

- 14.1 The 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 age, disability, gender reassignment, pregnancy, race, religion, sexual orientation, and sex.

15.0 Monitoring arrangements

- 15.1 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 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