



LAURUS
TRUST

Exclusion Policy for Laurus Primaries

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The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

This Exclusion Policy for Laurus Primaries should be read in conjunction with the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England' which was published in September 2022' and states that:

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if 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.' (p3)

Please note that the term 'headteacher' is used throughout the guidance (excerpts of which are provided below) and that in Laurus schools this is the Head of School.

The headteacher's powers to use exclusion

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not

happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Further details about a headteacher's powers to exclude can be found on p11-12 of the guidance.

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, we will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. The school will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

Further details about suspension can be found on p12-13 of the guidance.

Setting a clear process for exclusions

We will adhere to the guidance which states that headteachers should consider the following, when setting a clear process for exclusions:

- adopting a reliable method for monitoring the 45 day suspension rule, including suspensions received from other schools;
- ensuring there is a formal process for informing parents, social worker (where relevant), governing board and local authority, clearly setting out all reasons for the exclusion;
- providing up-to-date links to sources of impartial advice for parents;
- reintegrating suspended or permanently excluded pupils and supporting pupils'

- future behaviour;
- ensuring a formal process for arranging, at short notice, suitable full-time
- alternative education for pupils receiving suspensions over five school days.

Reasons and recording exclusions

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable). Laurus Primary Heads of School will consult with the Executive Head Primary regarding all exclusions and suspensions.

Further details including information about off-rolling, unlawful exclusions and child-on-child abuse are detailed on p15-16 of the guidance.

Reintegration after a suspension or off-site direction

We will do everything possible to support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. This will include designing a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and

builds engagement with learning. This reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school.

Preventative measures to school exclusion

We will consider preventative measures to exclusion such as an off-site direction (temporary measure) or a managed move (permanent measure) if and when appropriate.

Off-site direction is when a pupil is required by the school's Academy Committee to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction can be used to arrange time-limited placements at an Alternative Provision or another mainstream school. During the off-site direction to another school, pupils must be dual registered.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. We recognise that managed moves should only occur when it is in the pupil's best interests.

Further details about preventative measures to school exclusion can be found on p20-23 of the guidance.

Duty to inform parents about an exclusion

If the decision is taken to suspend or permanently exclude a pupil, the Head of School will, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it. They will also provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the school's Academy Committee and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above will be provided by delivering it directly to the parents,

leaving it at their usual or last known home address, or posting it to that address. Notices can also be given electronically by email.

Where a suspended or permanently excluded pupil is of compulsory school age, the Head of School will also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension

where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The Head of School will notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.

When notifying parents about a suspension or permanent exclusion, the Head of School will set out what arrangements have been made to enable the pupil to continue their education prior to the start of any alternative provision or the pupil's return to school.

Additional information can be found about the school's duties to inform different stakeholders of an exclusion on p26-71 of the guidance. This includes the duties upon all those responsible for a pupil's care to ensure correct support and protection is provided during a suspension or permanent exclusion.

Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Director of Inclusion
Impact assessment carried out with regard to identified characteristics	<input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religion and belief <input checked="" type="checkbox"/> Sexual orientation
Summary of any issue/proposed changes	
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