



**DARWEN
VALE**

An Aldridge Community Academy 

Exclusions Policy

Policy Title:	Exclusions Policy
Version:	1.0
Approval Date:	01/11/2021
Date Of Next Review:	30/10/2022
Policy Upholder:	David Smalley



Contents

Section	
	Key Contact Personnel
1.	Introduction and ethos
2.	Context
3.	The decision to exclude
4.	Review of the decision to exclude
5.	Key responsibilities
6.	Principles of natural justice
7.	Considering the reinstatement of a pupil
8.	Standard of evidence for panel meetings
9.	Independent Reviews
10.	School Registers
11.	Reintegration meetings
12.	Monitoring Arrangements
13.	Links to other policies
Appendix A	Exclusion Process
Appendix B	Exclusion Checklist
Appendix C	Reintegration meeting form



Darwen Vale High School

Key Contact Personnel:

Principal	SLT Lead for Behaviour	Designated Safeguarding Lead	Designated Teacher for Looked After/Post Looked After Children (LAC)	SENCo
M Little	D Smalley	D Smalley	J Gregson	S Pollitt

Chair of Governors	School Local Authority	Local authority exclusions officer
I Richardson	BWD	T Brown



I. Introduction and Ethos

Darwen Vale High School is a community and all those directly connected (staff, governors, parents, families and children/learners) have an essential role to play in ensuring that the exclusions process is lawful, reasonable and fair.

Darwen Vale High School recognises our statutory responsibility to safeguard and promote the safety of all children with their best interests at the centre of our work.

Darwen Vale High School will ensure that the exclusions process is understood by governors, staff, parents and pupils.

Darwen Vale High School recognises the importance of providing an ethos and environment within school that will help learners to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

Darwen Vale High School recognises the importance of ensuring that learners do not become NEET (not in education, employment or training)

2. Context

This policy has been developed in accordance with the principles established within the DfE's statutory guidance [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#)

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Part 7, chapter 10 of the [Education and Inspections Act 2006](#) which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#) which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#) as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)



3. The decision to exclude

Only the Principal can exclude a pupil from school and care must be taken to avoid 'informal' or 'unofficial' exclusions (e.g. sending a child off-site for a 'cooling down' period). Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed-term exclusion in an academic year, the Principal will consider whether exclusion is providing an effective sanction.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment, and the decision to exclude a pupil will only happen;

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

A permanent exclusion will only be used as a last resort where all alternatives have been considered and all strategies to change behaviour have failed. It must be demonstrated that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy

Exclusions are illegal if they occur for non-disciplinary reasons, such as:

- additional needs for a disability that the school or college feels it is unable to meet;
- lack of academic attainment/ability;
- the actions of a pupil's parent(s) or carer(s); or
- failure of a pupil to meet specific conditions before reinstatement.

Our school/college is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will;

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN). If a pupil is SEN the Principal will take this into account when considering whether or not to exclude and will take 'reasonable steps' to ensure that a SEN pupil is not treated less favourably for reasons related to their need or disability. It must be demonstrated that the academy has regard for the SEND Code of Practice and has provided extensive means of support to help meet the pupil's needs. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether



appropriate provision is in place to support any SEND that a pupil may have. Any intervention strategies should be discussed with and involve the pupil's parents.

- Consider if the pupil has any other characteristic where statistically it has been identified that those within those groups are disproportionately represented in national exclusions data. As well as pupils with SEND this will include;
 - i. Student's on FSM
 - ii. Children who are looked after
 - iii. Children who are Gypsy Roma, travellers of Irish heritage and Black Caribbean

Where it is identified that the pupil falls into one or more these categories, the school or college should ensure that intervention has been offered to address underlying causes of disruptive behaviour and that all intervention and its' impact has been documented.

All of the above will be done in line with the Trust-wide exclusions process (Appendix A) and exclusions checklist (Appendix B).

4. Review of the decision to exclude

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

In all cases of permanent exclusion and fixed-term exclusions amounting to over 15 days in a term (cumulatively or singly), the decision of the Principal must be reviewed by a panel of governors. The panel is to be constituted from members of the Local Governing Committee. Except in extenuating circumstances, the panel quorum is 2 governors, with a clerk appointed by the Trust. One governor on the panel will be designated as the Chair of the meeting and, in the event of a request for external independent review by parents (see section 9), will represent the panel at that independent review meeting. The Principal cannot be a member of the panel. All exclusions will be reported on at least termly to the LGC.

Subject to the availability of governors, review meetings should be held within a period of 15 days from the date of the exclusion. Darwen Vale High School will ensure that the Trust is advised of the exclusion without delay and the Principal arranges for paperwork to be prepared immediately.

If an exclusion means that a pupil will miss a public exam, the panel will try and meet before the date of the exam. If this is not practicable, the Chair of Governors may use the emergency powers for Chair's action to review the exclusion alone.

For fixed-term exclusions that singly or cumulatively total more than 15 days in one term, and for permanent exclusions, the panel will hold a formal hearing within 15 school days, whether or not the parent(s) make representations. The review panel may confirm the exclusion and decline to reinstate or direct reinstatement of the pupil. There is no legal option to impose a lesser sanction, i.e. to change a permanent exclusion to a fixed-term one.



The review panel may direct reinstatement for any pupils excluded for a fixed-term of more than five days or pupils who would miss a public exam or permanently excluded. If the pupil is to be reinstated, a re-integration programme will be planned by the school. If reinstatement is not practicable – because the pupil is already back in school or because the parent does not want it – the review panel will consider the representations made by the school and parent(s), and decide whether or not the exclusion was justified. The decision should then be included in the pupil's record. After the governor review hearing, the clerk will inform the parties in writing about the result, with reasons for the decision.

5. Key responsibilities

The Aldridge Education Trust Board

The Aldridge Education Trust Board retains statutory responsibility for ensuring that all legal responsibilities in connection with exclusions are discharged.

Principal

The Principal will ensure that the policies and procedures adopted by the Aldridge Education Trust Board and Local Governing Committee (LGC) associated with exclusions are fully implemented, understood and followed by all staff and adhered to at all times.

The Principal will ensure their school or college maintains up to date records of all exclusions that have taken place, using SIMS and/or CPOMs as their sole recording tool.

The Principal will ensure that the behaviour policy is reviewed on a regular basis (at least bi-annually) and approved by the LGC.

Informing parents

The Principal will provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' or carers right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the LGC to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a family member or friend



- Details of when and how the reintegration meeting will take place (remotely or face to face), expectations of attendance by parent(s) or carer(s) and who they and the pupil will be meeting with. Point 11 provides further details of the reintegration process

The Principal will notify parents/carers verbally by the end of the afternoon session on the day their child is excluded as to the reasons for the exclusion. This responsibility can also be designated to another senior member of staff. They will explain that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents or carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents/carers will be told that they may be given a fixed penalty notice or prosecuted if they fail to do this.

After this initial conversation, full details of the exclusion and the process will then be followed up by a letter containing information from the above bullet points. Written notification can be provided by delivering it directly to the parent(s) or carer(s), leaving it at their usual or last known home address, or posting it to that address. Notices can also be sent electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Pupils aged 18 and over have to be informed and have the right to appeal on their own behalf. Pursuant to the duty of care placed on schools to ensure the welfare of pupils, parent(s) must still be advised of an exclusion prior to the pupil being sent off-site.

If alternative provision is being arranged, the following information will be included when notifying parents/carers of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' or carers' consent.

For all other exclusions, the Principal will notify the governing board and LA once a term.



Local Governing Committee (LGC)

The LGC has a duty to consider the reinstatement of an excluded pupil. Within 14 days of receipt of a request, the LGC will provide the secretary of state with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.

Provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.

The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

6. Principles of Natural Justice

All factual determinations are based on a balance of probabilities, both by Principals and at any subsequent review. This means that the Principal or reviewing panel should accept that something happened, if it is more likely that it happened than that it did not happen. In making their decisions to exclude, Principals must ensure that their decisions are fair, based on the facts of the incident and do not include any elements of discrimination.

Members of the panel should be impartial, unprejudiced, have taken no previous part in the specific case, and have no personal interest in its result. When reporting on exclusions, Principals should not discuss individual incidents with members of the LGC as cases may be referred to them for review. Parent(s) or carers should be informed of the case put forward by the school/college and have an opportunity to challenge it. Both parties should be allowed to present their case without unreasonable interruption. Aggressive, repetitive or unnecessarily over-long presentations hinder the effectiveness of the review process and the Chair of the exclusions panel will retain discretion to curtail any such presentation.

Parent(s) or carer(s) should be able to bring a friend or adviser with them. An effective meeting, however, will not be able to accommodate large groups of people and the Chair retains ultimate discretion as to the attendance of invited parties beyond a reasonable number. All documents to be used in evidence should be distributed to all parties at least five working days before the hearing. If new material is introduced at the hearing, all parties must have time to consider it. Should such material be voluminous, the Chair has the discretion to adjourn the meeting to allow proper review. No party to the hearing should be in the presence of the panel unless the other party is also present. Every party should feel that they have had a full opportunity to present their case and have it duly considered.



7. Considering the reinstatement of a pupil

The LGC will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test

If requested to do so by parents, the LGC will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, the LGC will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the Chair of Governors will consider the exclusion and decide whether or not to reinstate the pupil.

The LGC can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the LGC will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Principal followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The LGC will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay. Where an exclusion is permanent, the LGC's decision will also include the following:

- The fact that it is permanent
- Notice of parents' or carers right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made



- The name and address to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require Aldridge Education to appoint an SEN expert to attend the review
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

8. Standard of evidence for panel meetings

Trustwide guidance (Appendix A and Appendix B) has been issued to Principals, and training provided to LGC governors, to clarify the legal standards for review and the high quality of documentary evidence required for panel meetings. Principals and staff members delegated with responsibility for investigating breaches of behaviour resulting in an exclusion should refer to this guidance. There should be no delays in gathering evidence and witness accounts, both for reliability of recall and given the legal obligation to review exclusions within short statutory deadlines.

9. Independent reviews

If parents apply for an independent review, Aldridge Education will arrange for an independent panel to review the decision of the LGC not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents or carers by the LGC of its decision to not reinstate a pupil.

A panel consisting of 3 or 5 members will be constituted with representatives from each of the categories below:

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years



A person may not serve as a member of a review panel if they:

- Are a trustee of the Trust, or on the LGC board of the excluding school or college
- Are the Principal of the excluding school, or have held the position of Principal in the last 5 years
- Are an employee of the Trust, or of the excluding school
- Have, or at any time have had, any connection with the Trust, school, LGC, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see Appendix C for what training must cover)

A clerk will be appointed to the panel and the independent panel will decide one of the following:

- Uphold the LGCs decision
- Recommend that the governing board reconsiders reinstatement
- Quash the LGCs decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Parallel police proceedings

The LGC has no power to delay a hearing beyond the statutory time limit because of police proceedings. If a permanent exclusion is upheld in these circumstances, the parent has 15 days to request independent review in the normal way.

10. School registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel



Where an application for an independent review has been made, the LGC will wait until that review has concluded before removing a pupil's name from the register, where the decision has been made not to reinstate.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

11. Reintegration meetings

Following a fixed-term exclusion, a re-integration meeting should be held involving the pupil, parent/carer(s), and a member or members of senior staff and/or pastoral staff, where appropriate. Parent(s) or carer(s) will be invited to attend this meeting, details of which will be within the letter explaining the reason(s) for the exclusion.

The reintegration meeting must take place before the pupil returns to their class/classes, and can be done;

- on the day before the pupil is expected to return to school or college, or,
- on the first morning after the end of the exclusion

Where possible, the meeting should take place with the pupil, parent(s) or carer(s) face to face, however, if this isn't possible, then Darwen Vale High School will arrange for the meeting to take place remotely to allow parent(s) and carer(s) the opportunity to attend. If parent(s) or carer(s) are unable or un-willing to attend then the meeting should still go ahead with the pupil, and once completed they will be reinstated back into their classes.

The purpose of the meeting is to assist the reintegration of the pupil into school and promote the improvement of their behaviour. The pupil should be encouraged to make a commitment to future positive behaviour and be made aware of the possibility of more severe consequences (further fixed term or permanent exclusion) if the behaviour is repeated. The member of staff chairing the meeting will seek agreement from the parent(s) or carer(s) that they will work with the school to take joint responsibility for their child's behaviour and discuss how their child's behaviour can be effectively addressed. It will also provide further opportunity to explore wider issues and any circumstances that may be affecting the child's behaviour. The outcome of the meeting will be to finalise how the pupil's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further breaches of the behaviour policy.

Targets will be set for the pupil/student (minimum of 3) as part of the meeting which will focus on improving their behaviour and attitude to learning. These will be monitored by Head of Year Darwen Vale High School will also explore support interventions and discuss the suitability of them at the meeting. These could include:



Details of interventions that can be offered:

- Restorative meetings
- Staff mentoring
- Student mentoring
- Referral to support/agency
- Change of set/band/timetable/form
- Regular staff check in

All agreed interventions will form part of the support measures that will be put in place for the pupil. These will be recorded, monitored and reviewed by the school/college to ensure that they are meeting the behavioural needs of the pupil. Parent(s) and carer(s) will be kept informed of the impact of these interventions on their child's behaviour.

Details of the meeting will be recorded and placed on the pupils' school record. Appendix C provides a template document that can be used by the member of staff conducting the meeting.

12. Monitoring Arrangements

The Principal monitors the number of exclusions every term and reports back to the LGC. They also liaise with the local authority to ensure suitable full-time education is in place for excluded pupils.

This policy will be reviewed by D Smalley Assistant Principal every 2 years. At every review, the policy will be The Principal and Trust Lead for Inclusion.

13. Links to other policies

This exclusions policy is linked to our:

- Behaviour policy
- SEN policy



APPENDIX A

Exclusions Process

1: Reason for exclusion is evident within the behaviour policy

2: Reason for exclusion can be evidenced as being **lawful, reasonable and fair**. It is unlawful to exclude a student/pupil for non-disciplinary reasons. Examples of an unlawful reason for an exclusion are;

- Behaviour of the student/ pupil's parents
- The student/pupil having additional needs or a disability that the school feels unable to meet
- Poor academic ability or attainment
- The student/pupil failing to meet specific conditions before they're reinstated, such as failing to attend a reintegration meeting

3: Principal can evidence that exclusion was the last resort for a pupil, with an understanding that the evidence will be under additional scrutiny where the following special considerations are needed;

- Those with special educational needs or disability (SEND)
- Those with and Educational Health Care Plan (EHCP)
- Those who are pupil premium
- Looked after children
- Children from certain ethnic groups - Gypsy/Roma, Travellers of Irish heritage and Black Caribbean pupils

Nationally, students/pupils from these groups have disproportionately high rates of exclusion therefore interventions and early help support needs to be well evidenced.

As well as the above, Principals must also;

- Ensure that the exclusion is only due to disciplinary reasons
- Establish the facts and the likelihood of them being true
- Ensure that the exclusion doesn't discriminate a student/pupil due to them having a protected characteristic
- Consider any extenuating circumstances which may have led to the incident, ie, bereavement, bullying, victim of, or witness to, violence
- Confirm whether the exclusion will cause the student/pupil to miss a public exam or national curriculum test and put measures in place to address this

These points should be addressed within the Exclusions Checklist

4: Written accounts of the incident are obtained from the student and any witnesses before a decision is made on the length / type of exclusion



5: If a student/pupil is sent home following an incident the exclusion is to start from that day. No 'C' codes are to be used in these circumstances – it is un-lawful to do so

6: Attendance team are informed the same day that an exclusion has happened, the time it took place, and how long it will be for

7: Details of the incident that led to the exclusion is evidenced on SIMS or CPOMS

8: Paperwork for parent and LA is prepared and sent within the designated timescales, including details of the reintegration meeting (for FTEs)

9: Intervention checklist is updated / completed for the student/pupil to ensure that all interventions/sanctions are evidenced and chronologised

10: Contact made with any third-party agencies working with the student and their family to inform them of the exclusion, ie, CSC, YOT. Where a permanent exclusion is likely, or has been issued, a TAC meeting is to be arranged

11: Student/pupil is provided with work to complete at home for the duration of their exclusion

12: Day 6 provision is arranged for any fixed term exclusion that is longer than five days, or permanent

13: LGC meetings arranged for;

- Any exclusion that takes a student/pupil's total exclusions in one term, up to, or more than 15 days
- Any exclusion that takes a student/pupil's total exclusions in one academic year up to, or more than 45 days

14: PRU referral made for any permanent exclusion

15: Governor exclusion panel hearing arranged for any permanent exclusion, 15 days of FTEs within one term, or 45 days of FTEs within one academic year. The expectation is for governors sitting on the panel to have completed the Trust's Exclusion training.

16: Permanent exclusion pack prepared for the hearing, which includes the following individually numbered documents;

- Details the reason for the permanent exclusion and why it is the only option
- Details of the incident
- Correspondence (incl accounts of incident and signed witness statements)
- Student/pupils Details - Academic Report, Behaviour Log, Attendance Certificate
- Intervention Checklist
- SEN information (where applicable)
- Records of parental meetings, re, behaviour



- Copy of Fixed Term Exclusions letter(s)
- Copy of Permanent Exclusion Letter
- Appendices (incl, Academy Behaviour Policy)



APPENDIX B

Exclusions Checklist

This form should be completed and presented to the Principal with relevant supporting evidence **BEFORE** a student/pupil is excluded. Where possible, the student or pupil should be isolated from the main body of the school whilst information is obtained, and a decision made on next steps

Member of staff completing form	
Role	
Date completed	
Date checklist provided to the Principal	

Name of student/pupil	
Year & Tutor group	
Date of incident	
Time/period incident took place	
Was restraint/physical intervention used by staff? Y/N (circle)	<p>If yes, please ensure details are included within the information presented which includes:-</p> <p>Member of staff involved Restraint/physical intervention used Reason(s) for restraint/physical intervention Any injuries sustained to pupil/student/staff</p>

Action	Y/N	Details
What are the details of the incident? Include details of the behaviour breach that has taken place.		
Is there an account written by the student/ pupil which is signed and dated?		Ensure that all accounts are attached to this form to allow the Principal to have complete overview of events
Is there an account that has been written on behalf of the student/pupil which is signed and dated? If yes, please provide details of who this was done by		
Are there witness accounts from any staff and students who witnessed the incident (if relevant)? Are these signed and dated?		Ensure that all accounts are attached to this form to allow the Principal to have complete overview of events
Were correct academy procedures followed when dealing with the incident/behaviour? For example, de-escalation techniques, warning system		



Do you believe that the student/pupil was clear about the academy expectations as set out in the behaviour policy and the potential outcomes?		
Are there any extenuating circumstances that might reasonably mitigate exclusion for the pupil? For example, family situation, mental health concerns, bereavement, bullying?		
Is the student/pupil on the SEND register (K) or do they have an EHCP?		
Is the student/pupil within an identified group where special considerations should be a factor?		SEND, LAC, PP, Black Caribbean, Gypsy/Roma, Irish Traveller heritage
Has an intervention checklist been completed and/or updated?		Ensure that a copy of all interventions are attached to this form
What is the evidence of impact from interventions provided. Why?		Has the student/pupil engaged? How long has the intervention been happening? Where external support is being offered, are there any updates on impact from the provider? Also include details of any intervention offered that was refused by the parent/carer or pupil
Will the proposed exclusion result in the student/pupil missing a public exam or National Curriculum test?		

To be completed by the Principal

Action	Y/N	Details
Do you believe, based on the balance of probabilities, that the student/pupil has done what is alleged?		
Does the incident and supporting evidence warrant an exclusion?		
Are the reasons for the exclusion lawful, reasonable, fair and proportionate?		

Fixed term Exclusions (FTEs)

Action	Details
How many days FTE are you issuing?	
Total number of FTEs issued to this student this term?	
Total number of FTEs issued to this student this academic year?	



What member of staff will be attending the reintegration meeting?	
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Permanent Exclusions (PEX)

Action	Details
If this is a permanent exclusion, was there a serious breach or persistent breaches of the academy's behaviour policy?	
Will allowing the student/pupil to remain in the academy seriously harm the education or welfare of them or others in the academy?	
Will a FTE be issued prior to the PEX, if so how many days?	

Please now refer to the trust-wide Exclusion Process for next steps to be followed



APPENDIX C

Reintegration meeting form

This form is to be used to record information regarding the pupil/student's reintegration back into school following their fixed term exclusion. The purpose of the meeting is to assist the reintegration of the pupil/student into school, and promote the improvement of their behaviour.

Name of student/pupil	
Year & Tutor group	
Date(s) of exclusion	
Number of days excluded	
Reason for exclusion	
Date reintegration meeting is taking place	
Staff present and their role	
Parent(s)/Carer(s) present	

Targets for behaviour and learning

Targets will be set for **[Insert pupil/students name]** (minimum of 3) as part of this meeting and will focus on improving their behaviour and attitude to learning. These will be monitored by **[Insert staff member's name]**

Area for development	Current score (0-5); 0=never, 5=always	Target score (0-5) 0=never, 5=always	How will we achieve this?	Timescale/review date
e.g. Come prepared to work	3	5	Arrive on time Bring pen and other equipment	3 weeks from meeting

Interventions to support improved behaviour

Interventions that can support **[Insert pupil/students name]** will be discussed and agreed in this meeting. All agreed interventions will form part of the support measures that will be put in place for **[Insert pupil/students name]**.



These will be recorded, monitored and reviewed by school to ensure that they are meeting the behavioural needs of the [Insert pupil/students name]. Parent(s) and carer(s) will be kept informed of the impact of these interventions on their child's behaviour.

Intervention offered	Has this been agreed by parent/carer and pupil/student?	What is the expected impact on behaviour?	Review date

Additional actions

Action	Yes/ No	Reason	Staff member to action/ monitor	Date of completion or review
Restorative meeting / Mediation				
Report card				
PSP				
SEND support				
Other (specify)				

Additional comments

This section is to record the pupil, parent and school's voice on what has been discussed and agreed at the meeting.

Pupil/Student's comments	Parent/Carer's comments	School/College's comments

Signature of pupil/student	
Signature of parent/carer	
Signature of school/college	