



Alfred Lord Tennyson School	Page 1 of 12
Exclusion Policy	Issued: December 23
	Review date: December 24
APPROVAL BY	FULL GOVERNING BODY

Exclusion Policy

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1. Aims

Alfred Lord Tennyson School (ALTS) aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (Not in Education, Employment or Training)

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education document: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England [1].

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

- Section 52 of the Education Act 2002 [2], as amended by the Education Act 2011 [3]
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 [4]
- Sections 64-68 of the School Standards and Framework Act 1998 [5]

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006 [6], which looks at parental responsibility for excluded pupils
- Section 579 of the Education Act 1996 [7], which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 [8], as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 [9]

3. The decision to exclude

Only the Headteacher, or acting Headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher 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 Need Disabilities (SEND) or considered to be a Looked After Child (LAC).

4. Definition

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

For the purposes of this policy, reference to 'parents' includes all adults who have a parental responsibility for a child or children in the school. This may include parents, step-parents, grandparents and other relatives, foster carers and adoptive parents as well as other adults who have a legal responsibility for a child.

5. Roles and responsibilities

5.1. The Headteacher

Informing parents

The Headteacher will immediately 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' right to make representations about the exclusion to the Governing Board and how the pupil may be involved in this.
- Where there is a legal requirement for the Governing Board 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 friend.

The Headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents 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' consent.

Informing the Governing Board and Local Authority

The Headteacher will immediately notify the Governing Board and the Local Authority (LA) of:

- A permanent exclusion, including when a decision is to make a permanent exclusion directly following a fixed-period exclusion in line with DfE guidance [10].
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term.
- Exclusions which would result in the pupil missing a public examination.

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the Headteacher will notify the Governing Board and LA once a term.

5.2. The Governing Body

Responsibilities regarding exclusions is delegated to the Exclusions Committee consisting of at least 3 governors.

The Exclusions Committee has a duty to consider the reinstatement of an excluded pupil (see Considering the reinstatement of a pupil).

Within 14 school days of receipt of a request, the Governing Board will provide the Secretary of State (through the DfE) and the Local Authority information about any exclusions in the last 12 months [10].

For a fixed-period exclusion of more than five school days, the Governing Board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion [10].

5.3. The Local Authority

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion [10].

6. Considering the reinstatement of a pupil

The Exclusions Committee 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.

If requested to do so by parents, the Exclusions Committee 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 [10].

Where an exclusion would result in a pupil missing a public examination, the Exclusions Committee will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the Chair of the Governing Board (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the pupil.

The Exclusions Committee 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 Exclusions Committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher 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 Exclusions Committee 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 Exclusions Committee decision will also include the following:

- The fact that it is permanent.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - 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 the Local Authority to appoint a 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 a 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 that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 [11] 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.

7. An independent review

If parents apply for an independent review, the Local Authority will arrange for an independent panel to review the decision of the Governing Board 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 by the Exclusions Committee of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the Headteacher category.

- 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.
- Teachers or individuals who have been a Headteacher within the last 5 years.

All members of the Independent Review Panel receive appropriate training as described in Appendix 1.

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

- Are a member of the Local Authority or Governing Board of the excluding school.
- Are the Headteacher of the excluding school, or have held this position in the last 5 years.
- Are an employee of the Local Authority or the Governing Board, of the excluding school (unless they are employed as a Headteacher at another school).
- Have, or at any time have had, any connection with the Local Authority school, Governing Board, 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 1 Independent Review Panel Training for what training must cover).

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the Governing Board's decision.
- Recommend that the Governing Board reconsiders reinstatement.
- Quash the Governing Board's 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.

The decision of the panel is communicated to the parents of the pupil, and to the school, in writing.

8. 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 Governing Board will wait until that review has concluded before removing a pupil's name from the register.

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.

9. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a behaviour contract.
- Putting a pupil 'on report'.
- Internal isolation.

- Part-time timetable for a limited and defined period.
- Alternative lunchtime arrangements made.
- Pastoral intervention put into place.

10. Monitoring arrangements

The Inclusion Manager monitors the number of exclusions every term and reports back to the Headteacher and Governing Board. They also liaise with the Local Authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed by Headteacher every year. At every review, the policy will be shared with the Governing Board.

11. References

This exclusions policy is linked to:

- SEND code of practice: 0 to 25 years [12]
- Inclusion Policy including SEND [13]
- Behaviour Policy [14]

- [1] gov.uk, "School suspensions and permanent exclusions," 1 September 2023. [Online]. Available: <https://www.gov.uk/government/publications/school-exclusion>. [Accessed 25 February 2023].
- [2] legislation.gov.uk, "Education Act 2002," [Online]. Available: [legislation.gov.uk/ukpga/2002/32/section/52](https://www.legislation.gov.uk/ukpga/2002/32/section/52). [Accessed 25 February 2023].
- [3] legislation.gov.uk, "Education Act 2011," [Online]. Available: <https://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>. [Accessed 25 February 2023].
- [4] legislation.gov.uk, "The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012," [Online]. Available: <https://www.legislation.gov.uk/uksi/2012/1033/made>. [Accessed 25 February 2023].
- [5] legislation.gov.uk, "School Standards and Framework Act 1998," [Online]. Available: <https://www.legislation.gov.uk/ukpga/1998/31/contents>. [Accessed 25 February 2023].
- [6] legislation.gov.uk, "Education and Inspections Act 2006," [Online]. Available: <https://www.legislation.gov.uk/ukpga/2006/40/part/7/chapter/2>. [Accessed 25 February 2023].
- [7] legislation.gov.uk, "Education Act 1996," [Online]. Available: <https://www.legislation.gov.uk/ukpga/1996/56/section/579>. [Accessed 25 February 2023].
- [8] legislation.gov.uk, "The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007," [Online]. Available:

<https://www.legislation.gov.uk/uksi/2007/1870/contents/made>. [Accessed 25 February 2023].

- [9] [legislation.gov.uk](https://www.legislation.gov.uk/uksi/2014/3216/contents/made), “The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014,” [Online]. Available: <https://www.legislation.gov.uk/uksi/2014/3216/contents/made>. [Accessed 25 February 2023].
- [10] [gov.uk](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf), “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement,” September 2022. [Online]. Available: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf. [Accessed 25 February 2023].
- [11] [legislation.gov](https://www.legislation.gov.uk/ukpga/2010/15/contents), “Equality Act 2010,” [Online]. Available: <https://www.legislation.gov.uk/ukpga/2010/15/contents>. [Accessed 25 February 2023].
- [12] [gov.uk](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), “SEND code of practice: 0 to 25 years,” 30 April 2020. [Online]. Available: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>. [Accessed 25 February 2023].
- [13] Alfred Lord Tennyson School, “Inclusion Policy including SEND”.
- [14] Alfred Lord Tennyson School, “Behaviour Policy”.
- [15] Alfred Lord Tennyson School, “Child Protection and Safeguarding Policy”.
- [16] Alfred Lord Tennyson School, “Online Safety Policy”.
- [17] Alfred Lord Tennyson School, “ICT Acceptable Use Policy”.
- [18] [legislation.gov.uk](https://www.legislation.gov.uk/ukpga/1998/42/contents), “Human Rights Act 1998,” [Online]. Available: <https://www.legislation.gov.uk/ukpga/1998/42/contents>. [Accessed 25 February 2023].
- [19] Alfred Lord Tennyson School, “Exclusion Policy”.

12. Safeguarding

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [15].

Online safety lessons are conducted regularly within the school to help to ensure that children stay safe online – see Online Safety Policy [16] and ICT Acceptable Use Policy [17]

All concerns must be reported to our Designated Safeguarding leads:

Mrs K O'Connor, Mrs S Smith, Mrs J Appleby and Mrs L Bunker.

Appendix 1. Independent Review Panel Training

The Local Authority must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Headteachers, Governing Boards and the panel under the Equality Act 2010 [11]
- The effect of section 6 of the Human Rights Act 1998 [18] (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

Appendix 2. Checklist of documents which could be included in pack for Governors' Exclusion Panel

Checklist of documents which could be included in pack for Governors' Exclusion Panel. The same documents must also be included in the pack given to parent/carer. Not all documents will be available or appropriate for every case – but they can help support a decision to exclude.

Document	Purpose
ALTS Exclusions Policy [19]	Confirmation of school policy
DfE document: Exclusion from maintained schools, academies and pupil referral units in England September 2017 [10]	Confirmation of DfE statutory guidance and procedure
ALTS Behaviour Policy [14]	Confirmation of school policy
ALTS SEND policy [13]	Confirmation of school policy
Other policies relevant to the particular incident/exclusion	
All letters concerning this exclusion	Confirmation that procedure has been followed
Records of conversations, emails concerning this exclusion	Confirmation that procedure has been followed
Records concerning previous exclusions (if applicable) including notes from all re-integration meetings, revised provision plans, behaviour agreements.	To demonstrate that school policy has been followed, parent/carer has been included in and advised about the procedure, the school has changed provision after every period of exclusion to support positive behaviour.
Records relating to communication between the school and parent/carer about the behaviour of the child	To demonstrate that the school has engaged (or tried to engage) with the parent/carer to promote positive behaviour of the child.
Records of provision in place to support the child, prior to the Permanent Exclusion (PEX). This might include excerpts from provision maps, IEPs, targets and reviewed targets, notes from meetings with parent/carer	To demonstrate that the school has worked to improve outcomes and behaviour, and has worked with the parent/carer to ensure that they are aware of the provision in place.

Document	Purpose
Records of meetings / conversations with outside agencies school has engaged with to support the child and promote positive behaviour and outcomes	To demonstrate that the school has worked with other agencies to improve outcomes for the child, or that they have tried to get outside support for the child.
Chronology of all behaviour incidents and the outcome from these, including additional support given, liaison with parent/carer or other agencies etc.	Will demonstrate the extent and frequency of behaviour 'events' including those not deemed serious enough to warrant Fixed Term Exclusion (FEX). Will also show the support put in place to try to prevent a re-occurrence, and engagement with parent/carer.
Record of attendance	This will show all previous Fixed term exclusions
Account of the incident by person leading the investigation into the incident. Signed and dated	Provides a clear account of what happened, when and where, who the witnesses were, nature of the investigation (who was spoken to, written statements obtained etc.)
Headteacher's notes about their decision to Permanently Exclude (PEX) the pupil. Also useful to include notes from previous decisions for Fixed Term Exclusion (FEX) for this child (if appropriate signed and dated)	Demonstrates that the HT has made the decision to exclude, and their reasoning for making this decision. Provides information about how parent/carer was informed about their decision.
Witness statements for the incident, including from the excluded pupil. Must be signed and dated, and show clearly who the witness is (name and position e.g. peer, teacher)	Show evidence HT had when making their decision. NB It may be appropriate to redact some names in these witness statements when including in panel/parent pack.
Pen portrait of excluded pupil	This is not essential, but can help panel to understand who child is, background etc.