



Leodis
Academies
Trust

EXCLUSIONS POLICY

LEODIS ACADEMIES TRUST EXCLUSIONS POLICY 2025-26

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1.0	1 September 2023	Leodis Academies Trust	
1.1	November 2024	Leodis Academies Trust	Updates made to the name of the Local Governing Board/ Local Advisory Board to reflect the changes to the roles and responsibilities outlined in the Academy Trust Governance Guide 2024.
2.0	September 2025	Leodis Academies Trust	Local Governing Board changed to Local Committees. LCAs removed following BPA Ofsted report.

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1.0 POLICY INTRODUCTION

- 1.1 Leodis Academies Trust 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 any Leodis Academies Trust Academy'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 This policy applies to all members of the Leodis Academies 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.

2.0 AIMS

- 2.1 To provide clear guidance about how Leodis Academies Trust and its Academies may use suspensions and permanent exclusions, once other approaches towards behaviour management have been exhausted
- 2.2 To ensure that all stakeholders understand the Trust and its Academies' expectations and the legal processes in relation to suspensions and permanent exclusions.

3.0 STATUTORY INFORMATION

- 3.1 The Trust and its Academies will always have regard to the Statutory Guidance on Suspensions and Exclusions (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).
- 3.2 Should Statutory Guidance change before the content of this policy is updated, statutory guidance will always apply.

4.0 LINKS TO ACADEMY/TRUST POLICIES

- 4.1 This policy should be read in conjunction with each Academy's Positive Behaviour and Discipline policy and SEND policy.
- 4.2 It also links with other policies such as:
 - Safeguarding & Child Protection.
 - Data Protection Policy & Privacy Notices.
 - Online Safety and Acceptable Use Policy.
 - CCTV Policy.
 - Complaints Policy.

- 4.3 This list of policies is not exhaustive, and does not replace the general requirements of all Trust and Academy policies and procedures.

5.0 ROLES AND RESPONSIBILITIES

5.1 The Trust Board (Leodis Academies Trust)

The Trust Board has overall responsibility for the effective operation of this Policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the CEO Principal, the local committees (LCs) and the Principal of each Trust Academy. The Trust Board and its Standards Committee, receive regular updates from each of the Trust Academies in relation suspension and permanent exclusions.

5.3 The CEO Principal

The CEO Principal ensures that:

- This Exclusion policy is kept up to date in line with the statutory Frameworks.
- Suspensions and Permanent Exclusions are monitored and reviewed in line with Section 8 of this policy.
- Support is in place for Academies to plan and implement behaviour management strategies, including regular training for staff as appropriate.
- Support and training is available for LC Governors to enable them to discharge their delegated responsibilities in forming committees to review permanent exclusions and suspensions.

5.4 The Local Committee (LC)

The LC has delegated responsibility from the Trust Board for forming committees to review permanent 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 LC will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

The LC:

- Ensures that strategies are in place to promote and implement this Exclusion Policy throughout the Academy and are known by parents/carers.
- Reviews the effectiveness of the implementation of the policy via the suspension and permanent exclusion data presented in the Principal's report.

5.5 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 the Academy's behaviour policy.

The Principal:

- Ensures the Academy promotes and celebrates good behaviour.
- Ensures strategies are in place to implement the Exclusion policy throughout the Academy.
- Provides the CEO Principal, LC and Trust Board with regular updates on suspensions and permanent exclusions data, including the number of instances, type of incidents, and the number of pupils.

5.6 All Staff

All staff across the Trust will work with young people and their families to ensure each pupil complies with the Academy's Behaviour policy.

All staff must ensure that the statutory guidance relating to the is policy is followed in relation to the decision to make a suspension or permanent exclusion, and the documentation that supports this decision

5.7 Parents

Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the Principal.

5.8 Pupils

All pupils of the Academies in the Trust 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, the behaviour policy will apply.

6.0 SPECIFIC EXCLUSION INFORMATION

6.1 Types of Exclusion

Suspensions and permanent exclusions are different.

6.1.1 Suspensions

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.

6.1.1 Permanent exclusions

Permanent exclusions are where, subject to a decision of the local committee 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 Academy'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.

6.2 CCTV, witness evidence and pupil views

- 6.2.1 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 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 the Trust's CCTV policy and privacy notices for more information.
- 6.2.2 Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any Governor review meeting. All statements will be signed and dated unless the Principal has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.
- 6.2.3 Before taking 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.

6.3 Reintegration strategy meetings following suspension or off-site direction

- 6.3.1 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

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.

- 6.3.2 The Academy will use various measures to support a pupil's successful reintegration including:

- Daily contact with a designated pastoral professional in-school.
- Use of a report card with personalised targets leading to personalised rewards.

- 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.
- Informing the pupil, parents and staff of potential external support.

6.3.3 Whilst reintegration meetings are highly encouraged by the Academy and will be arranged in most cases prior to a pupils return to the Academy, pupils will not be prevented from being admitted to the Academy or being put in mainstream classes because a meeting has not taken place.

6.4 Cancelling a suspension or exclusion

6.4.1 A suspension or exclusion can be cancelled by the Principal as long as the suspension or exclusion has not been considered by the Governors. 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.

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

6.5 Suspensions before a permanent exclusion

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. 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.

6.6 Directing off-site and managed moves

6.6.1 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 would be a reasonable alternative that should be considered.

6.6.2 In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it 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.

- 6.6.3 For a managed move to take place there needs to be agreement between the Academy, the parents and the new school that a 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. The Academy will share relevant information with the new school and check that they have an integration strategy. 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.

7.0 INDEPENDENT REVIEW PANELS (IRPs)

- 7.1 The Trust arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the clerk to the LC at info@leodis.org.uk or the email address stated in the permanent exclusion letter to parents within 15 school days.

- 7.2 Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions and Suspensions

7.3 Reconsideration by the governing board

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 may involve a rehearing with oral evidence given by the Academy and parents or may be a reconsideration with only the Governors Committee members and the clerk present.

7.4 Remote Meetings

- 7.4.1 Any Governor Committee meeting and/or an 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.

- 7.4.2 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.

8.0 MONITORING ARRANGEMENTS

- 8.1 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 Trustees and Governors to ensure the processes and support for pupils are appropriate:

- 8.1.1 The interventions put in place for pupils at risk of suspension and permanent exclusion.

- 8.1.2 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.

- 8.1.3 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:
- 8.1.3.1 Any previous placements have been evaluated, including support for any applicable SEND.
 - 8.1.3.2 There is a process in place to monitor the pupil's attendance and behaviour at the provision.
 - 8.1.3.3 The correct attendance code is being used.
 - 8.1.3.4 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.
- 8.1.4 Whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils.
- 8.1.5 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:
- 8.1.5.1 Whether the school register and absence codes have been recorded correctly.
 - 8.1.5.2 How the behaviour policy is applied and specifically its consistency.
 - 8.1.5.3 The circumstances in which pupils receive repeat suspensions.
 - 8.1.5.4 Whether Personal Education Plans for looked after children have been reviewed on a termly basis.

9.0 EQUALITY IMPACT

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 race, religion, disability, sexual orientation, and sex.

10.0 COMPLAINTS

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 Principal in accordance with the Trust's 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.