

Behaviour and Exclusions Policy Statement

JUS Education



Approved by: Shaila Osman **Date:** 01/09/2025

Last reviewed on: 01/09/2025

Next review due by: 01/09/2026

Exclusion (suspension of timetable) Process

As a last resort the school will consider the appropriateness of excluding a learner. However, all other options will have been considered before this ultimate sanction is considered. Our consideration will include, for example:

- Discussions with Parents
- Discussions with Authorities
- Discussions with Learners and their teacher
- Discussion with the referring agent

(this list is not exhaustive)

Exclusion (suspension of timetable) Process

Due to unreasonable behaviour, the student's timetable will be suspended for a designated period of time and work will be set for the student to complete at home. The completed work should be brought back to the school on the specified date. During this time further investigation of the misdemeanour will take place.

Before the student can come back to the school, there will be a meeting held with the appropriate inclusion manager from the referring home school or provision, as well as the learner's parent/carer. Only when a second code of conduct agreement has been signed by the student may the student return to school.

If unacceptable behaviour continues to persist, the learner will be given a final written warning and shown the code of conduct agreement that was signed by them. As a final result, the learner may be permanently excluded with a written exclusion letter and incident report given to the inclusion manager of the referring home school or provision.

Key changes

- Use of the term "suspension" when referring to fixed term exclusions
- Requirement to notify / involve social workers and the Virtual School Head (where relevant)
- HT must notify the LA of all exclusions "without delay"
- More guidance on managed moves and off-site directions to improve behaviour
- More guidance on off-rolling pupils and unlawful exclusions
- More emphasis on the requirement for governing bodies to scrutinise exclusion data
- More emphasis on taking a pupil's views into account and involving them in the process. This includes a HT informing a pupil about how their views have been taken into account. Where relevant a pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.
- More emphasis on the need to have an effective reintegration strategy following a FTE or off-site direction.

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