Batley Multi Academy Trust

Exclusions Policy

2026-2028

Batley Multi Academy Trust

Approved by: Board of Trustees	**Ratified:** September 2026
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Review date	Changes made	By whom	Date shared
June 2025	Creation of Trust wide policy	CEO and Director of Compliance and Governance	July 2025
July 2026	Updates to reflect new guidance as at July 2026	CEO and Director of Compliance and Governance	September 2026

1 Introduction and Aims

1.1 Batley Multi Academy Trust's (the 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. In our Trust family of schools we following three key principles:

- Respect Self
- Respect Environment
- Respect Community

We take a restorative approach and use suspensions or exclusion only when absolutely needed. We aim to reduce all lost learning days and teach young people to self-regulate their behaviour.

1.2 We are committed to following all statutory exclusions procedures to make sure that every child receives a first-class education coupled with the very best care, guidance and support. Our Trust aims to:

1.2.1 Make sure that the exclusion process is applied fairly and consistently.

1.2.2 Help Trustees, Governors, colleagues, parents/carers and learners understand the exclusions process.

1.2.3 Make sure that learners in school are safe and happy.

1.2.4 Prevent learners from becoming NEET (not in education, employment or training).

1.2.5 Make sure all suspensions and permanent exclusions are carried out lawfully.

1.3 Where the Trust'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 learners and colleagues are protected from disruption and can learn in safe, calm and supportive environments.

1.4 The Trust will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2026) 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).

1.5 This policy should be read in conjunction with the Trust's Behaviour for Learning Policy and the Trust SEND Policy.

2 Application of Policy

2.1 This policy applies to all members of the school community. Each school within the Trust will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all colleagues, parents/carers and learners.

3 Types of Exclusion

Suspensions and permanent exclusions are different:

3.1.1 Suspensions (previously called fixed-term exclusions) are where a learner 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 learner may receive a maximum of 45 days of suspension in an academic year before being permanently excluded.

3.1.2 Permanent exclusions are where, subject to a decision of the governing board to reinstate the learner to the school, the learner 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 Behaviour Policy, and where allowing the learner to remain in school would seriously harm the education or welfare of the young person or others, such as colleagues or learners, in the school.

4 Roles and Responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

4.1.1 Trust Headteacher

All decisions to suspend or permanently exclude a learner will be taken by the Trust Headteacher (or equivalent in school, for e.g. the Head of School) after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the Behaviour for Learning Policy. Prior to any permanent exclusion, the Headteacher (or equivalent) will liaise with the Trust CEO.

Only the Trust Headteacher, Head of School or Acting Headteacher, can suspend or permanently exclude a learner from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Trust Headteacher (or equivalent) will only use permanent exclusion as a last resort.

A decision to suspend a learner will be taken only:

- In accordance with the Behaviour for Learning Policy
- To provide a clear signal of what is unacceptable behaviour
- To show a learner that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the Trust Headteacher (or equivalent) will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a learner will be taken only:

- In response to serious or persistent breaches of the Behaviour for Learning Policy, **and**
- If allowing the learner to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a learner, the Trust Headteacher (or equivalent) will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked;
- Allow the learner to give their version of events;
- Consider whether the learner has special educational needs (SEN);
- Consider whether the learner is especially vulnerable (e.g. the learner has a social worker, or is a looked-after child (LAC));

Consider whether all alternative solutions have been explored, such as:

- For suspensions: detentions or other sanctions provided for in the Behaviour for Learning Policy
- For exclusions: off-site direction or managed moves

The Trust Headteacher (or equivalent) will consider the views of the learner, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Learners who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

Informing the learners' social worker and/or virtual school head (VSH)

If a learner with a social worker is at risk of suspension or permanent exclusion, the Trust Headteacher (or equivalent) will inform the social worker as early as possible.

If a learner who is a looked-after child (LAC) is at risk of suspension or exclusion, the Trust Headteacher (or equivalent) will inform the VSH as early as possible.

4.1.2 The Governors/Trustees

The School Governing Board (SGB) is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents/carers, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the SGB will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the learner to the school.

4.1.3 Parents/Carers

Parents/carers 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/carer have with every letter that is sent from the Trust Headteacher (or equivalent).

4.1.4 Learners

All learners within our Trust are expected to follow the expectations regarding their behaviour. Our behaviour for learning principles are built on respect:

- Respect Self
- Respect Environment
- Respect Community

Where those expectations are breached, the Behaviour for Learning Policy will apply.

4.1.5 The Local Authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For learners who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

5 CCTV, Witness Evidence and Learner Views

5.1 The Trust uses Close Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for learners, colleagues 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/Trustee review meeting. Please see the Trust's CCTV policy and privacy notices for more information.

5.2 Where witness evidence is relied upon, whether that be from a learner or a staff member, the statement(s) will be provided at any Governors/Trustees review meeting. All statements will be signed and dated unless the Trust Headteacher (or equivalent) has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

5.3 Before taking a decision to suspend or exclude and where appropriate, the Trust Headteacher (or equivalent) will take the learner's views into account, considering these in light of their age and understanding, and inform the learner about how their views have been factored into any decision made. Where relevant, the learner will be given support to express their view, including through advocates such as parents/carers or, if the learner has one, a social worker. The Trust Headteacher (or equivalent) will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

6 Reintegration strategy meetings following suspension or off-site direction

6.1 Where a learner is suspended or is directed to be educated off-site, upon return to the school both the learner and parents/carers will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the learner 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; and
- build engagement with learning

so that further suspensions are not needed. Colleagues will work with the learner to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

6.2 The Trust used various measures to support a learner's successful reintegration including:

- daily contact with a designated pastoral professional in-school;

- use of a report card with personalised targets leading to personalised success and potential rewards;
- ensuring the learner 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 learner and parents/carers to praise progress being made, and raise and address any concerns at an early stage; and
- informing the learner, parents/carers and colleagues of potential external support.

6.3 Whilst reintegration meetings are highly encouraged by the Trust, learners will not be prevented from being admitted to the school (if this meeting has not taken place). Parents/carers are expected to ensure a reintegration meeting can take place prior to the child returning to ensure that a restorative approach can take place, and to set the child up to succeed moving forward. Schools will be flexible around the timing of such meetings to assist parents/carers working hours.

7 Cancelling a Suspension or Exclusion

7.1 A suspension or exclusion can be cancelled by the Trust Headteacher (or equivalent) as long as the suspension or exclusion has not been considered by the Governors/Trustees. In relation to an exclusion, it cannot be cancelled if the total time the learner was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.

7.2 Where a suspension or exclusion is cancelled, the relevant parties will be informed by the Trust Headteacher (or equivalent) in accordance with the Statutory Guidance on Suspensions and Exclusions.

8 Suspensions before a Permanent Exclusion

8.1 In exceptional circumstances, learners may receive a suspension prior to a permanent exclusion. For each decision, the Trust Headteacher (or equivalent) will send the relevant letter setting out the rights of parents/carers. 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.

9 Directing Off-Site and Managed Moves

9.1 Before taking any decision to permanently exclude a learner, the Trust Headteacher (or equivalent) 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.

9.2 In the case of directing a learner 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 learner's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions will take place with parents/carers to feed in their views about the options. The requirements in relation to any off-site direction will be followed.

9.3 For a managed move to take place there needs to be agreement between the school, the parents/carers and the new school that a managed move should occur. Before a managed move is agreed to, the learner will often attend the new school for a fixed period as a direction off-site to ensure that the new school would be suitable for them. Any managed move will need to comply with the new school's admissions procedures. We will share relevant information with the new school and check that they have an integration strategy. At the end of this off-site direction period, the relevant parties (including the parents/carers) will review the placement before a decision is taken about whether the move becomes a permanent managed move. A managed move will only be agreed to where it is in the learner's best interests.

10 Independent Review Panels (IRPs)

10.1 The Trust arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the Governance Professional on governance.professional@batleymat.co.uk within 15 school days.

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

11 Reconsideration by the Governing Board

Where an IRP either recommends reconsideration or quashes the initial decision of the School Governing Board, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the school and parents/carers or may be a reconsideration with only the School Governing Board members and the Governance Professional present.

12 Remote Meetings

12.1 Any Governor/Trustee and/or an IRP meeting may be conducted remotely where the parents/carers 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.

12.2 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.

13 Complaints

If parents/carers 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 Trust Headteacher in accordance with the Trust's Complaints Procedure. If the concern relates to an exclusion, the statutory procedure set out in the Statutory Guidance on Exclusions and Suspensions will be followed.

14 Equality Impact

The Trust does all it can to ensure that its policies do not discriminate against learners or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics; these include race, religion, disability, sexual orientation and sex.

15 Monitoring Arrangements

The Governors and Trustees review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the Governors and Trustees to ensure the processes and support for learners are appropriate:

- the interventions put in place for learners at risk of suspension and permanent exclusion;
- 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 learners are benefitting from it;
- The processes in place for determining and reviewing directions off-site and such placements being reviewed at sufficient intervals to assure that the education is achieving its objectives, and that learners are benefiting from it.
- Smart Academy - the Trust's own Appropriate Provision may be utilised;

- the full-time educational provision for learners 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:
    - any previous placements have been evaluated, including support for any applicable SEND;
    - there is a process in place to monitor the learner's attendance and behaviour at the provision;
    - the correct attendance code is being used;
    - the learner's child protection file and any other information relevant to the learner's safeguarding and welfare has been securely transferred to their new setting as early as possible;
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of learners;
- the cost implications of directing learners to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves;
- whether the school register and absence codes have been recorded correctly;
- how the Behaviour for Learning Policy is applied and specifically its consistency;
- the circumstances in which learners receive repeat suspensions;
- whether Personal Education Plans for looked after children have been reviewed on a termly basis.