

Behaviour and Exclusions Policy Statement

Just Learn Independent School



Approved by: Shaila Osman

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1. Policy Statement

At Jus'T'Learn, we are committed to providing high-quality alternative provision that meets the personal, social and academic needs of our pupils. We recognise that our pupils may have experienced significant challenges in their previous educational settings, and we work to create a supportive, inclusive environment that promotes positive behaviour and engagement.

This policy is based on the Department for Education's statutory guidance on suspensions and permanent exclusions, which applies to maintained schools, academies, alternative provision academies and pupil referral units.

We will only use suspension or permanent exclusion as a last resort, after all other interventions and support strategies have been exhausted.

2. Legal Framework

This policy complies with:

- The DfE's statutory guidance on suspensions and permanent exclusions (in force from 26 July 2026)
- The DfE's statutory guidance on alternative provision
- The Equality Act 2010
- Our funding agreement requirements

3. Roles and Responsibilities

The Head of school will:

- Ensure this policy is implemented fairly and consistently
- Make decisions on whether to suspend or permanently exclude a pupil
- Ensure all other appropriate interventions have been tried before considering exclusion
- Inform parents/carers, the referring school, the local authority, and other relevant parties of any suspension or permanent exclusion
- Ensure that work is set for suspended pupils

The Board of Trustees will:

- Review the head of school's exclusion decisions when required by law
- Carefully consider the levels and characteristics of pupils leaving the school, whether through permanent exclusion, removal from the admission register, off-site direction, or any other form of pupil movement, to ensure that such actions are taken only as a last resort when necessary.
- Use "maximum challenge" to school leadership to understand these movements and identify any emerging patterns that may require further scrutiny or action.

Staff will:

- Implement our behaviour policy consistently
- Support early intervention strategies to prevent the need for exclusion
- Provide information to support exclusion decisions when required

4. Grounds for Suspension or Permanent Exclusion

A decision to suspend or permanently exclude will only be taken:

- In response to serious or persistent breaches of our behaviour policy, **and**
- Where allowing the pupil to remain in the provision would seriously harm the education or welfare of the pupil or others in the provision

Before considering exclusion, we will have:

- Held discussions with parents/carers
- Held discussions with the referring school/local authority
- Held discussions with the pupil and their teacher
- Held discussions with the referring agent
- Considered all other appropriate interventions and support, including multi-agency support where relevant

5. Alternatives to Exclusion

Before resorting to suspension or permanent exclusion, we will consider:

Early intervention strategies:

- Additional pastoral support
- Mentoring programmes
- Adjusted timetables (where educationally appropriate and not used to manage behaviour)
- Behaviour support plans
- Multi-agency involvement (e.g., educational psychologist, CAMHS, social care)
- Review and amendment of the pupil's personalised plan

Restorative approaches:

- Restorative conversations
- Mediation between pupils where appropriate
- Reintegration meetings

Engagement with external agencies:

- Consultation with the pupil's social worker (if applicable)
- Consultation with the Virtual School Head for looked-after children
- Involvement of the local authority SEN team where appropriate

6. Suspension Process

Definition: A suspension is when a pupil is temporarily removed from the provision for a fixed period.

Procedure:

1. Decision-making:

- Only the head of school (or acting head of school) can suspend a pupil
- The decision will be taken on the balance of probabilities (i.e., whether it is more likely than not that the alleged behaviour occurred)

2. Notification:

- Parents/carers will be notified by telephone as soon as possible, followed by a written notification without delay
- The referring school's inclusion manager will be notified
- The local authority will be notified
- The pupil's social worker and/or Virtual School Head will be notified (if applicable)

3. Written notification will include:

- The reason(s) for the suspension
- The length of the suspension
- Parents'/carers' right to make representations to the governing board
- How representations can be made
- The person parents/carers should contact if they wish to make representations
- Details of the work set for the pupil during suspension
- The date and time of the reintegration meeting

4. During suspension:

- Work will be set for the pupil to complete at home
- The completed work should be brought back to school on the specified return date
- Further investigation of the incident will take place
- We will maintain contact with parents/carers

5. Reintegration meeting:

- Before the pupil returns, a meeting will be held with:
 - The pupil
 - Parents/carers
 - The appropriate inclusion manager from the referring school
 - Jus'T'Learn staff
- A reintegration plan will be agreed, including:
 - Support strategies
 - Behaviour expectations
 - Next steps if behaviour does not improve
- A revised code of conduct agreement will be signed by the pupil

7. Permanent Exclusion Process

Definition: A permanent exclusion is when a pupil is removed from the provision permanently.

When permanent exclusion may be considered:

- In response to a serious breach or persistent breaches of our behaviour policy
- Where allowing the pupil to remain would seriously harm the education or welfare of others
- Where all other strategies and interventions have been exhausted
- Following a final written warning where unacceptable behaviour has persisted

Procedure:

1. Decision-making:

- Only the head of school can permanently exclude a pupil
- The decision will be taken on the balance of probabilities
- All alternative options will have been exhausted

2. Notification:

- Parents/carers will be notified by telephone as soon as possible, followed by written notification without delay
- The written notification will include:
 - The reason(s) for the permanent exclusion
 - Parents'/carers' right to make representations to the governing board
 - How and by when representations can be made
 - That the governing board must meet to consider reinstatement within 15 school days
 - Parents'/carers' right to request an independent review panel if reinstatement is refused
- The referring school's inclusion manager will be notified
- The local authority will be notified
- The pupil's social worker and/or Virtual School Head will be notified (if applicable)

3. Board of Trustees review: For any permanent exclusion, the board must consider and decide within 15 school days of receiving notice from the head of school

8. Safeguarding Protocol

In rare circumstances, we may temporarily forbid a pupil from attending our premises if we need to separate two or more pupils for safeguarding purposes. This would not be considered an exclusion on disciplinary grounds.

We will only use this protocol when:

- Separating pupils is essential, and
- There isn't a practical way to allow one or more pupils involved to remain on school premises

Where a pupil is temporarily forbidden from attending school:

- We will inform their parents/carers of the reason why, and notify our governing board without delay
- The local authority must arrange education for the pupil, unless our school or the pupil's parents/carers choose to do so
- We will support the pupil to reintegrate into school life once they return

9. Special Considerations

Looked-after children: Where a looked-after child is likely to be subject to a suspension or permanent exclusion, our designated teacher will contact the local authority's Virtual School Head as soon as possible.

When considering what additional assessment and support is needed, we will consider:

- How effectively the current personal education plan (PEP) is being implemented, and whether an interim PEP review needs to be called
- How the school is using Pupil Premium Plus

Pupils with social workers: For any pupil with a social worker, we will notify the following people as soon as we start contemplating a suspension or permanent exclusion:

- The social worker
- Our designated safeguarding lead
- The pupil's parents/carers, unless this would lead to safeguarding risks
- The Virtual School Head, if the child is looked-after

Pupils with SEND:

- We will consider whether additional support or assessment is needed
- We will involve parents/carers and relevant professionals in discussions
- We will ensure any EHC plan is being appropriately implemented

10. Avoiding Off-Rolling

We are committed to avoiding off-rolling, which is using unlawful means to remove a pupil from a school roll. We will not:

- Send a pupil home without a formal suspension regardless of whether it occurs with the agreement of parents/carers
- Place a pupil on a part-time timetable for behavioural reasons
- Intentionally remove a pupil from the school roll without correctly following regulations

11. Record Keeping

We will maintain clear records of:

- All behaviour incidents
- Interventions and support provided
- Communications with parents/carers, referring schools, and external agencies
- Suspensions and permanent exclusions, including reasons and outcomes
- Reintegration meetings and agreements

12. Monitoring and Review

Our governing board will:

- Review data on suspensions and permanent exclusions at least termly
- Review data on the separation of pupils for safeguarding purposes, where this approach is used
- Monitor patterns and trends to ensure exclusions are used appropriately and as a last resort

This policy will be reviewed annually, or sooner if there are changes to statutory guidance.