



Catch22 Independent Schools Policy

Exclusions

Catch 22 Include Suffolk Primary School

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Head Teacher
Queries to:	Head Teacher
Date created:	September 2019
Date of last review:	September 2026
Date of next review:	September 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Catch22 Education Staff

Catch 22 and Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities.

Purpose

Working with people to achieve their purpose in education, employment, or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training, or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive, and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments - Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. - Provide a values-based curriculum, working with pupils to build their spiritual, moral, social, and cultural capital and personal development.	✓ 3.1.1; 3.1.3 ✓ 3.1.10
Relationships beat structures. Treat pupils as individuals and help them to build bright futures in both their personal and professional lives.	✓ 3.1.3; 3.1.8

Things about you, built with you, are for you. • Understand pupils' unique needs and help them overcome their barriers to learning. • Engage pupils with a broad and rich curriculum so they can realise their ambitions. • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.	✓3.1.1; 3.1.4; 3.1.8 ✓3.1.10
Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training, and employment.	✓3.1.8; 3.1.12 3.3 ✓3.2.3; 3.4.1 ✓ 3.1.12
Let robots be robots and humans be human. • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline.	✓ 3.1.3;3.1.12 X 3.1.12
Incubate, accelerate, amplify. Embrace the values of 'Rights Respecting Schools;' helping pupils thrive as individuals both as members of their school and the wider community.	✓3.1.1; 3.1.6; 3.1.8; 3.1.11; 3.2.1; 3.4.1

1. What is the policy about?

Include Suffolk is an independent school. The statutory guidance on suspension and permanent exclusion from maintained schools, academies and pupil referral units does not directly govern our exclusion arrangements. This policy sets out how Include Suffolk makes, records, communicates and reviews decisions about temporary exclusion or exceptional review and ending of a placement where Include cannot safely meet the child's needs. It operates alongside the Independent School Standards, our Behaviour and Safeguarding Policies, equality and SEND duties, and relevant commissioning and placement agreements. We will have regard to the principles of fairness and proportionality reflected in DfE guidance where they are relevant to our setting.

2. Who does this policy apply to?

This policy applies to all staff including the Leadership Team, teachers, support staff, external contractors, visitors, volunteers, and other individuals who work for or provide services on behalf of Catch22 Education (collectively referred to as 'staff' in this policy) as well as pupils and parents/carers.

3. Policy requirements

We believe that all members of our learning community have equal value and are entitled to the same opportunities as their peers. Exclusions from school are damaging to pupils' education, sense of belonging within the community, and self-esteem.

Catch22 Education is an inclusive learning community in both policy and practice. Staff will do everything they can to avoid any exclusions.

Exclusions are used sparingly and only with the consideration of safety, safeguarding and/or as part of an overall behaviour strategy. Behaviour strategies involving exclusion must aim to both accommodate a culture of inclusion around the pupil; and to develop ownership and responsibility within the pupil for one's own behaviour.

School seeks to find productive alternatives to the exclusion of pupils as well as seeking to reduce the number of incidents leading to exclusions by maintaining a safe learning environment within the school.

3.1 Operational Principles

A temporary exclusion is a serious response, used only following an individual assessment of the incident, the child's circumstances and the safety of everyone involved. It is not a routine punishment, an automatic response to a category of behaviour, a substitute for reasonable adjustments, or a means of managing a placement that has become difficult.

The Headteacher, or an authorised senior leader in the Headteacher's absence, decides whether a temporary exclusion is necessary, its duration and the arrangements for the child's education, welfare and return. The decision maker will consider the available evidence and the views of the child, taking account of their age, communication and developmental needs. They will consider safeguarding information, SEND and EHCP provision, reasonable adjustments, the child's understanding and intent, previous support, the impact on others, and whether remaining in or leaving school would create further risk. The reasons, alternatives considered and agreed next steps will be recorded.

Where behaviour may indicate an unmet need, safeguarding concern or change in circumstances, staff will follow the relevant assessment and safeguarding processes alongside any behaviour response. The school will review the pupil's support and risk plans and work with the family, commissioner, referring school and other professionals as appropriate.

The school will exhaust all alternatives before issuing an exclusion.

The school will contact parents or carers promptly, explain the decision and confirm in writing the reason, start and end dates, education and welfare arrangements, and the process for raising concerns or requesting a review. Before a child leaves the site, a senior leader will confirm safe collection or supervision and consider any immediate safeguarding concerns.

During a temporary exclusion, Include will maintain appropriate education and welfare contact, taking account of the child's needs and circumstances. The school will promptly inform the local authority commissioner and, where relevant, the child's dual-registered school and other professionals in accordance with the placement agreement and information

sharing arrangements. Attendance and registration will be recorded accurately. A temporary exclusion will not be described or recorded as an informal absence or used to disguise a reduced timetable.

School regularly monitors the number of Suspensions to ensure that no group of pupils is unfairly disadvantaged through their use and that the underlying needs of individuals are being fully met.

Reintegration will be planned as a positive return to learning. The pupil and parent or carer will normally be involved, together with the referring school, commissioner, SENCo, social worker or other professionals where appropriate. The plan will review what happened, any changes to support and risk arrangements, how relationships can be repaired safely, and how the child will be welcomed back. The meeting or plan will be adapted to the child's age and communication needs. A child's return will not be delayed because a parent cannot attend, the child cannot give a verbal account, or an apology has not been made.

3.2 Notification, education and safeguarding during temporary exclusion

The school inform parents/carers of the type of exclusion and the reason(s) for it without delay. This will be done on the day of the exclusion being authorised by either direct telephone contact or a face-to-face meeting.

A written confirmation of the reason(s) for and length of the exclusion will be sent to parents/carers the same day.

A pupil who has been excluded will have the reason for their exclusion explained to them by a member of staff so that they understand why the sanction has been implemented and, where reasonable, will have the opportunity to express their views on the matter.

For a permanent change in provision if the pupil lives outside the local authority area in which the school is located. The school will also notify the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

The Local Governing Body (and, where applicable, the Catch22 Education Trust Board) will be informed of the number of exclusions on a half termly basis.

4. Exceptional review and ending of a placement

Include Suffolk does not use permanent exclusion as a disciplinary sanction. In exceptional circumstances, a placement may need to be reviewed where, despite assessment, reasonable adjustments, revised support and risk planning, and work with the child, family and relevant professionals, Include is unable to provide education safely within its provision.

The Headteacher will convene an urgent placement review with the local authority commissioner, parents or carers, the referring or dual-registered school where applicable, and relevant professionals. The review will consider the child's views, safeguarding and SEND needs, the risks to the child and others, support already provided, further reasonable adjustments, and whether a safe and workable plan can be agreed. Repeated absconding, for example, will prompt an individual safeguarding and risk assessment; it will not automatically end a placement.

If the placement cannot safely continue, the Headteacher will confirm the reasons and decision in writing, in accordance with the commissioning and placement arrangements. Include will work with the local authority and other responsible partners on a safe transition and continuity of education, maintain appropriate safeguarding and information sharing arrangements, and explain how the family may raise concerns or request a review. The child will remain accurately recorded on the admission and attendance registers until the lawful arrangements for ending registration have been completed.

4.1 Monitoring & Review

The school will ensure the exclusion is recorded on the register, that there is a clear log of the events, and the reasons for decision are logged. This should include the excluded pupil's view of the reasons for exclusion and their experience of any incidents related to the decision to exclude. In addition, it should include the experiences and views of any others involved in the decision to exclude or related events.

The impact of the Exclusions Policy will be reviewed by Catch22 education.

The Headteacher will provide Catch22 Education with regular monitoring reports to inform ongoing evaluation of the effectiveness of the Exclusions Policy and the procedures within.

The Exclusions Policy and its procedures will be reviewed and amended beyond statutory expectations and in consultation with representatives of all key stakeholders should evaluation deem it necessary.

The school will record every temporary exclusion and decision to end a placement, including the reason, duration, evidence considered, the child's views, reasonable adjustments, alternatives considered, notifications, education and welfare arrangements, and reintegration or transition outcome. Leaders will review patterns by site, pupil group and protected characteristic, as well as repeat incidents, to identify whether support or practice needs to change.

5. Definitions

EHCP – Education, health, and care plan

SEND – Special educational needs and disability.

6. Related policies

The Exclusions Policy should be read in tandem with the school's Behaviour policy as well as other relevant school policies, particularly the Attendance Policy, Special Educational Needs Policy, and the Equal Opportunities policy.

7. Appendices

N/A

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Exclusions Policy
EIA completed by:	Head of Personal Development, Behaviour and Attitudes
Date of assessment:	September 2022
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment, and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices, or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIAs under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral, or negative impact for people who it applies to and who share one or more of the nine protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to conduct normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour, and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour, or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

N/A