



ASTON FIELDS MIDDLE SCHOOL

EXCLUSIONS POLICY

Review date: September 2026
Cycle: 1 year
Date of next review: September 2027



Exclusions Policy

1. The Governors understand that there may be occasions where a child's poor and unacceptable behaviour will be deemed by the Senior Leadership Team to warrant exclusion for disciplinary reasons. For more serious breaches of the Governors' Behaviour for Learning Policy, exclusions may be fast tracked without applying other sanctions beforehand. Suspensions/Exclusion may be used when any of the following applies:
 - A. Breaching the Governors' Behaviour for Learning Policy
 - B. Bringing an offensive weapon or illegal substance into school
 - C. Refusing to follow the school's uniform policy
 - D. Behaving in a disruptive manner in school, including at breaktimes and lunchtimes
 - E. Using inappropriate sexual behaviour and/or sexual language and/or sexual exploitation
 - F. Using foul and abusive language towards other pupils, staff, visitors or swearing aloud.
 - G. Being verbally aggressive and/or abusive towards another pupil or member of staff.
 - H. Using threatening and/or intimidating behaviour and/or violence that does not cause actual bodily harm eg deliberately throwing a chair or deliberately pushing over a desk.
 - I. Making allegations against staff that are found (by an external inter-agency meeting only) to be malicious.
2. The Headteacher or Acting Headteacher acting in their absence may decide to suspend/exclude a child if any of the above applies. If it is the first time a pupil has committed a Governing Body disciplinary offence and it is not deemed to be serious misbehaviour as listed below, it may be decided that a fixed term suspension is most appropriate. However, for more serious misbehaviours or repeated disciplinary offences or where a pupil has previously received a fixed term suspension, a permanent exclusion may be used. Serious misbehaviours are defined by Governors to be 'an assault on another child or member of staff' or 'severe threatening and intimidating behaviour' and in these cases, permanent exclusion may be used, even if a fixed term suspension has not been used previously. Permanent exclusion may be used if a child causes harm and distress to another child or member of staff through the use of assault or severe threatening and/or intimidating and/or aggressive behaviour and allowing the child to remain in school would seriously harm the education, welfare and/or safety of other pupils and staff. It will be for the Headteacher or Acting Headteacher acting in their absence, to use their judgement to decide whether allowing a child to remain in school would seriously harm the education, welfare and/or safety of other pupils and staff and this judgement will be an important factor when deciding whether to give a fixed term suspension or a permanent exclusion.
3. The Headteacher or Acting Headteacher acting in their absence, may also permanently exclude a child for continuously and persistently breaching the Governors' Behaviour for Learning Policy.



4. If a decision is taken to suspend/exclude a child (fixed or permanent), parents/carers will be informed and a letter will be posted to parents/carers without delay. The letter will include details of how parents/carers can appeal to the Governors against such a decision. Following receipt of a letter which permanently excludes a child, parents/carers must then communicate with the school via the Clerk to the Governing Body and not directly with school staff. This is to ensure the process during the maximum 15 statutory working days between the day of exclusion and the Governors' exclusion review meeting remains fair and open to all parties and isn't compromised by unofficial additional meetings or conversations between school staff and parents/carers that may happen during this period and that Governors are not privy to. The Clerk to the Governing Body will make every effort to assist parents/carers if they choose to appeal against a decision to permanently exclude their child. The Clerk will seek advice before responding to any communication received from parents/carers to ensure the Clerk and Governing Body acts within the law. Following a decision to permanently exclude a child, parents/carers will not be admitted to the school once they have been notified of the permanent exclusion, with the exception of collecting and returning work during the first five working days of a permanent exclusion, attending the Governors' exclusions review meeting or if the child is reinstated to the school because the permanent exclusion decision is over-turned or withdrawn. School staff will only respond to parents/carers via the Clerk to the Governing Body.
5. Any decision made by staff at Aston Fields Middle School to exclude a child will be lawful, rational, reasonable, fair and proportionate and taken on disciplinary grounds only. Aston Fields Middle School understands it has a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race and particular consideration will be given to the fair treatment of pupils from groups who are vulnerable to exclusion when deciding whether to exclude or not. Where the school has concerns about a child's behaviour, this will be discussed early with parents/carers and if appropriate, with relevant agencies, eg agencies responsible for looked after children, or children on the child protection register or Local Authority SEND advisers/staff and the school will make every effort to intervene early in order to reduce the risk for exclusion. When a looked after child, or child on the child protection register or a child with SEND is deemed by school staff to be at risk of exclusion, Aston Fields Middle School will consider a multi-agency approach in order to address underlying causes of disruptive behaviour including assessing whether appropriate provision is in place to support any SEND or disability a child may have. In partnership with the Local Authority, the school will assess the suitability of provision for a pupil's SEN and where a pupil has a statement of SEND, the school will consider requesting an early annual review or interim/emergency reviews in order to discuss the best way forward for the child. Although Governors understand the Headteacher or Acting Headteacher acting in their absence, should as far as possible, avoid excluding permanently any pupil with a statement of SEND or a looked after child or a child on the child protection register, Governors also understand that the Headteacher or Acting Headteacher acting in their absence, still has the right to legally exclude a looked after child or a child on the child protection register or a child with a statement of SEND for a fixed period or permanently. Governors understand that schools are allowed to take such action where this can be shown to be a proportionate, reasonable and fair way of dealing with such issues and where the school has made every reasonable effort to previously deal with such issues using a multi-agency approach. Aston Fields Middle School will ensure that its policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion and this will be considered when deciding whether to exclude or not.



6. When establishing the facts in relation to an exclusion decision, the Headteacher or Acting Headteacher acting in their absence, will apply the civil standard of proof, ie 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
7. The Headteacher or Acting Headteacher acting in their absence may withdraw an exclusion that has not been reviewed by the Governing Body. They may also decide to convert a fixed term exclusion into a permanent one following a period of further evidence gathering.

Safeguarding Separation:

The school may, in exceptional circumstances, require a pupil to remain away from school for a temporary period where this is necessary to safeguard the welfare of the pupil, other pupils or staff. Safeguarding separation is not a suspension and must not be used as a disciplinary sanction.

Any decision to implement a safeguarding separation will be proportionate, lawful, time-limited and reviewed regularly. Parents/carers will be informed of the reasons for the decision, the arrangements for the pupil's education during the period of separation and the planned reintegration arrangements.

Off-Site Direction:

The Headteacher may direct a pupil to attend another education setting for the purpose of improving behaviour. An off-site direction will only be used where it is considered a proportionate intervention and is in the best interests of the pupil and the school community.

Prior to making a decision, the school will consider the views of the pupil, parents/carers and relevant professionals where appropriate. Clear objectives, timescales and review arrangements will be established and shared with all parties.

The school will retain responsibility for the pupil's educational outcomes, attendance, safeguarding and welfare throughout the period of the off-site direction.

Managed Moves:

A managed move is a voluntary agreement between schools, parents/carers and the pupil to facilitate a transfer to another school. Managed moves are intended to provide an alternative to permanent exclusion where this is in the best interests of the pupil.

The school will ensure that parents/carers are fully informed before agreeing to a managed move and that the views of the pupil are considered throughout the process. Any managed move will be supported by a clear plan outlining expectations, support arrangements and review processes.

The school will not undertake "trial" managed moves. All managed moves will be conducted in accordance with current statutory guidance.

SEND and Equality:

When considering a suspension, permanent exclusion, off-site direction or managed move, the school will have regard to its duties under the Equality Act 2010 and the Children and Families Act 2014.

The school will consider whether a pupil's behaviour may be linked to an identified or unidentified special educational need or disability and whether reasonable adjustments and appropriate support have



been implemented. Relevant safeguarding concerns, vulnerabilities and individual circumstances will also be considered as part of the decision-making process.

Evidence of these considerations will be recorded as part of the school's decision-making procedures.

Permanent Exclusion:

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before making a decision to permanently exclude, the Headteacher will consider all relevant evidence, alternative interventions, support strategies and the individual circumstances of the pupil.

Escalation from Suspension to Permanent Exclusion:

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, for example where there has been further investigation of the pupil's misconduct during the initial suspension and the Headteacher has determined that the initial suspension was not an enough of a sufficient sanction, a further suspension may be issued to begin immediately after the first suspension ends. Or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Off-Rolling:

The school is committed to ensuring that no pupil is removed from the school roll without following the appropriate legal processes.

The school will not encourage parents/carers to remove a pupil from the school roll, seek elective home education or transfer schools solely in order to improve the school's performance data or avoid a suspension or permanent exclusion.

Monitoring and Review:

The Governing Board will monitor patterns and trends relating to suspensions, permanent exclusions, off-site directions, managed moves and safeguarding separations.

The Governing Board will also monitor data relating to pupils with SEND, disadvantaged pupils and other vulnerable groups to identify any disproportionality and ensure that decisions are fair, lawful and equitable.

Graduated Response Prior to Permanent Exclusion

Where appropriate, the school will seek to implement a range of interventions before considering permanent exclusion. These may include pastoral support plans, behaviour support plans, mentoring, family support, early help intervention, reasonable adjustments for pupils with SEND, alternative provision placements, off-site direction and managed moves.

The school recognises that permanent exclusion should form part of a graduated response and should only be considered where other appropriate interventions have been unsuccessful or where the seriousness of the incident warrants immediate consideration of permanent exclusion.

Below shows the graduated layers that the school will apply to avoid an exclusion.



Graduated Support	Intervention	Examples of Support
Universal Classroom Strategies	High-quality universal provision	Consistent behaviour policy, clear routines and expectations, positive reinforcement, quality first teaching and appropriate adaptations.
Early Intervention	Initial response to emerging concerns	Restorative conversations, tutor monitoring, informal check-ins, communication with parents/carers, AGPD, Behaviour Recovery.
Targeted School-Based Support	Additional support within school	Behaviour report cards, mentoring, pastoral interventions, targeted support during break and lunchtime including detentions.
Pastoral Support Plan (PSP)	Formal intervention plan	PSP with measurable targets, regular review meetings, personalised strategies, parental involvement.
Assessment of Additional Needs	Identification of underlying barriers	SEN screening, SENCO involvement, review of SEND provision, consideration of EHCP assessment where appropriate.
Multi-Agency Support	External professional involvement	Early Help, Educational Psychologist, Behaviour Support Service, CAMHS, School Nurse, Family Support Worker.
Enhanced School Support	Increased levels of intervention	Adapted curriculum, therapeutic support, SEMH, increased adult support, inclusion provision, personalised timetable.
Internal Suspension and Reflection	Removal from mainstream lessons whilst remaining in school	Reflection activities, restorative work, behaviour coaching, reintegration meeting and support plan.
Fixed-Term Suspension	Formal sanction alongside support	Suspension where appropriate, reintegration meeting, review of support package, escalation of interventions such as RISE
OSD/Managed Move / Alternative Provision	Exploration of alternative educational arrangements	OSD/Managed move to another school, alternative provision placement, trial periods and regular reviews.
Final Review of Provision	Senior leadership evaluation	Review of all interventions, consideration of reasonable adjustments, consultation with professionals and governors.
Permanent Exclusion	Last resort	Considered only when all reasonable interventions and support have been exhausted or in response to a serious one-off incident meeting the statutory threshold.