



Rugeley School

Exclusion and Suspension

Local Procedures

Adopted: June 2015

Reviewed: Sept 2025

Next Review: Sept 2026

Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.

Procedure for	Local Procedure		
Associated Aspris Children's Services policy	Exclusions	Number	ACS: 37 V03
Setting: Rugeley School	Head Teacher Lisa Price	Signature	
Quality Assured by :		Signature	
Issue date	11/24	Review date	9/26

1. Abstract

Rugeley School offers all students a highly bespoke curriculum that encourages them to develop their individuality, confidence, self-esteem and independence. Through effective teaching and adapted learning our highly trained staff team equips all students to gain knowledge, understanding and skills for life. The school mission statement states:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach Rugeley School respects young people with autism and prepares them to be as happy and independent as possible.'

Students who enter the school in KS1 will follow an EYFS style curriculum approach working towards targets which support their level of ability this may be the early learning goals or key stage standards. Throughout KS2 to KS5 Rugeley School students will follow one of two curriculum pathways sensory or progressive. This is determined based on their individual needs, peer group and cognitive ability. Class groups consist of a maximum of six students, that have a range of ability. Students participate in a meaningful curriculum, with high expectations, where they are challenged to make at least good progress, through stimulating and dynamic lessons. Student self-regulation is embedded throughout the curriculum alongside a fully integrated model of therapeutic support.

2. Aims

- To ensure that the curriculum is inclusive, informed, structured and builds upon prior learning, meeting the changing needs of all our students.
- To enable students to overcome barriers to learning through self-regulation, support strategies and a personalised curriculum.
- To recognise the individual needs and talents of each student to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities, underpinned by a respect for British values. To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination whenever it is found in line with the Equality Act 2010. For further information please see appendix point 1.
- To foster an environment that values the voice and views of all our students, parents and carers, staff and other professionals involved with the school.

3. Context

This local procedure is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the young people, staff, parents & carers, visitors, placement students are:

- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Sex
- Sexual orientation
- Age
- Cultural and religious beliefs

Equality of opportunity at Rugeley School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, governors, parents and carers and community members.

The school applies the following principles:

- Commitment to equality of opportunity for all.
- Recognition that every young person should be equipped with the knowledge and skills they need to participate in a diverse society and world.
- To meet the diverse needs of our young people.
- To ensure that an inclusive ethos is established and maintained.
- To respect and value linguistic, cultural and religious diversity in the community.
- To ensure that equality is an integral part of planning and decision making within the school.

4. Leadership, Management and Governance

- All Rugeley school policies reflect our commitment to equal opportunities.
- The Governors and Senior Leadership Team set a clear ethos, which reflects commitment to equality for all members of our school community.
- Rugeley School promotes positive and proactive approaches to valuing and respecting diversity.
- Our Senior Leadership teamwork in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
- The teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to school and the wider community.
- At Rugeley School, a three year accessibility plan is maintained to ensure all reasonable adjustments have been made to the building, resources and the curriculum to meet individual needs and enable equal access to our education provision.

5. Exclusions

Exclusions and suspensions may only be agreed by the headteacher and must in every case be given approval by the chair of governors/regional Director, and in case of permanent exclusion the CEO.

The decision to exclude is based on the outcome of a meeting of an exclusions panel which consists of the headteacher, regional director and the relevant members of the senior leadership team.

A young person may be excluded from Rugeley School permanently or suspended for a fixed term.

Exclusion or suspension from Rugeley School may be for the following reasons:

- Child protection concerns
- Health and safety concerns, where the behaviour of the young person has deteriorated or changed and is now likely to be a serious threat to other young people or staff
- The school can no longer guarantee the health & safety of the young person,

6. Notification of Exclusion

When excluding or suspending a young person, Rugeley School will inform the following parties without delay and in writing of the exclusion or suspension and the reason for it; parent(s), carer(s), funding authority, social worker, and Ofsted.

7. Suspension – refer to Aspris Children’s Services policy ECS 37 for timelines and expectations.

A suspension of a young person from Rugeley School can be applied where the circumstances are serious enough to warrant a permanent exclusion, but the *panel* feel that there are strategies or resources that could be put in place in order for the young person’s placement to resume. In effect, the suspension gives all parties time to agree a strategy and/or resources, and put them in place.

In this instance a meeting will be convened between all parties within two weeks of the suspension, to discuss possible strategies /resources and agree a date for re-admission.

Other school staff may be invited to this meeting, particularly those staff who have a wide and detailed knowledge of the young person and have liaised closely with their parent(s), carer(s) and social worker.

The young person may attend this meeting if they are able to understand its purpose.

The minutes of this meeting will be circulated to all parties.

8. Permanent Exclusions

A permanent exclusion of a young person from Rugeley School can be applied when the circumstances were serious enough that the *panel* felt that it would not be tenable for that young person to continue their placement at Rugeley School.

Serious circumstances are considered to be when there is a serious risk to the health and safety of others or the young person themselves.

The school does not discriminate and exclude on the grounds of cultural diversity, ethnicity, religion, gender, ability, disability, or age.

9. Appeals

In accordance with national guidance, appeals may be made in writing against decisions to exclude. The regional director and headteacher will consider such appeals.

There would be opportunity for the placing authority to appeal against the panel's decision at an *appeals meeting*. The parent(s), carer(s) and representative(s) should be present at this meeting. The young person may attend this meeting if they are able to understand its purpose.

This meeting should be held within 15 days of receiving an appeal for reinstatement. It should be chaired by the independent regional director and attended by at least one other member of the *exclusions panel*. Other School staff may attend the meeting, particularly those staff, who have a wide and detailed knowledge of the young person and have liaised closely with their parent(s), carer(s) and social worker.

10. Procedures for an Appeals Meeting

- i) An independent operations director will act as the chairperson.
- ii) The secretary or representative for Rugeley School will be responsible for taking minutes of the meeting and for providing the subsequent written decision to parent(s), carer(s), social worker and the placing authority.
- iii) At the start of the meeting the chairperson should introduce all parties to each other, explaining to them that the purpose of the meeting.
- iv) The headteacher should introduce the report of the circumstances leading to the decision to exclude.
- v) The parent(s) carer(s) and representative(s) may ask the headteacher or chairperson about the report or what has been said.
- vi) The chairperson may ask questions of the parent(s), carer(s) and representative(s).
- vii) Summing up by the headteacher.
- ix) Summing up by the parent(s), carer(s) and representatives.
- x) All parties other than members of the *exclusions panel* withdraw to enable the panel to determine, with reasons, whether to uphold the decision to permanently exclude the young person, or reinstate the young person.

NB At any stage the chairperson may adjourn the meeting, either for a brief period or until a later date, provided that the same *panel* members are present when the meeting is reconvened. The date for this meeting should, where possible, be held within two weeks of the initial exclusion meeting.

11. Considerations

Exclusions and suspensions are serious decisions and the *exclusions panel* has to be satisfied that all other possibilities whereby the young person could remain at the school have been considered. e.g.:

- the feasibility of putting in extra support and the placing authority's ability to fund it
- seeking multidisciplinary input and the placing authority's ability to fund it
- seeking a medical assessment / medication and the placing authority's ability to fund it
- changing the staff working with the young person
- adapting the young person's curriculum and /or timetable

It is the overriding aim of Rugeley School to explore every possibility to support each young person to be able to maintain their placement, in order for them to benefit from the school's unique educational approach.

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.