



Exclusion Policy

Sponsorship and Review

1 Sponsor

Mr C Bailey, Assistant Headteacher

2 Written & Approved

July 2021

3 Next Review Date

July 2022

EXCLUSION POLICY STATEMENT

This policy has been written to reflect the implementation of the exclusions-related Provisions of the Education and Inspections Act 2006 and is informed by the DfE statutory guidance relating to exclusions 2017.

Managing behaviour at Idsall School

1. Idsall School has policies, procedures and staff training in place which promote good behaviour and prevent poor behaviour. The Behaviour for Learning Policy is widely publicised so that students, all school staff and parents/carers are aware of the standards of behaviour expected of students and the range of sanctions that can be imposed. The school will apply the Behaviour for Learning Policy in a consistent, rigorous and non-discriminatory way and all areas of its application will be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law.

2. The school believes that effective policies, procedures and training minimise the number of students at risk of either permanent exclusion or suspension (fixed period exclusion). For those at risk, additional measures employed could include:

- Intensive contact with parents/carers including fortnightly discussions with Governors' Panel.
- A change of teaching set or class.
- Curriculum alternatives at Key Stage 4, including attendance at a further education college or another form of alternative provision such as off-site provision, co-ordinated by the school, or attendance at the school's in-house Inclusion room (Key Stage 4 base).
- Temporary or part-time placement in a Tuition Service Unit, where preventative programmes can be provided, and where it is felt to be more appropriate for the student to be away from the school site for a short period.
- Consideration by the Special Educational Needs Co-ordinator, with colleagues of possible interventions within the school and/or CAF/TAC process.
- Assessment of Special Educational Needs, including possible placement in a special school.
- Allocation of a key worker such as a school Student Support Manager, Learning Manager, Education Welfare Officer or member of the Behaviour Support or Youth Services.
- Referral to a specific support service, such as the Education Welfare Service, Children's Services or the Child and Adolescent Mental Health Service.

3. All students at serious risk of repeated exclusion will have a Behavioural Contract in place to help the students to manage their behaviour.

4. Where students are at serious risk of permanent exclusion, the LA and all relevant external agencies will be involved – a Pupil Planning Meeting will be held. The school believes that the behaviour of students at risk of exclusion is sometimes driven by complex combinations of social, emotional and health problems, so the involvement of the LA and other services should be co-ordinated.

The school holds regular multi agency meetings where at-risk students are brought to the attention of appropriate agencies.

Alternatives to exclusion

5. The school believes that there are a number of options that may be available in response to a serious breach of behaviour policy:

- a) **Internal exclusion (Isolation)** can be used to defuse situations that require a student to be removed from the classroom but may not require removal from the school premises. The internal isolation room is a designated area within the school which is supervised by staff. Isolation is for lesson time, during morning break, lunchtime and after school.
- b) **Mediation / restorative conversations** through a third party is an approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties, e.g. a student and a teacher, or two students (and could involve parents).
- c) **Part time/full time placement in the KS3/KS4 Inclusion Room**
A meeting with parent/carer will be held where a timetable is agreed. Work will be provided by subject staff and a re-integration programme agreed. Whilst in the Inclusion Room, supportive work will be carried out i.e. anger management, self-esteem, etc.
- d) **Alternative Educational Provision** - Academies can arrange off-site provision under their general powers, set out in the Academy Trust's Articles of Association.
- e) **Managed Move** - A pupil can also be supported to transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Removing students from the school site

6. There are three sets of circumstances in which individual students may be required to leave the Idsall School site, namely where:

- a) There is sufficient evidence that a student has committed a disciplinary offence; and allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. In these circumstances, the student may be suspended from school or permanently excluded.
- b) For medical reasons, a student's presence on the school site represents a serious risk to the health or safety of that student, other students or school staff. In these circumstances a Headteacher may send the student home after consultation with the student's parents/carers.
- c) The student is given permission by the Headteacher, or person authorised by the Headteacher, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this will not be for longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the student continues to breach uniform rules in such a way as to be sent home to avoid school, the student's absence may be counted as unauthorised absence.

In all such cases the parent will be notified, and the absence will be recorded.

These are the only circumstances in which students may be required to leave the school site.

The decision to exclude

7. A decision to permanently exclude a student will be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

8. A decision to suspend a student will be taken on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent, disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions, such as detention, are considered inappropriate. Individual suspensions will be for the shortest time necessary.

9. Only the Headteacher (or the Deputy Headteacher in her absence) can exclude a student. Other activities that relate to the process of exclusion do not have to be undertaken by the Headteacher personally; but will be delegated to the appropriate senior member of staff.

10. A decision to permanently exclude a child is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by this school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.

11. There will, however, be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence.

These may include:

- a) Serious actual or threatened violence against another student or a member of staff
- b) Sexual abuse or assault
- c) Bringing drugs onto the school site and/or supplying an illegal substances
- d) Carrying an offensive weapon

These instances are not exhaustive; but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Factors which will be considered before making a decision to exclude

12. Unless there is a genuine threat to the safety of others in the school or the student concerned, exclusion will not be imposed as an immediate measure but will follow due process. Before deciding whether to suspend or permanently exclude a student, the Headteacher will:

- a) Ensure that a thorough investigation has been carried out;
- b) Consider all the evidence available to support the allegations, taking account of the school's Behaviour and Single Equality policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended;
- c) Allow and encourage the student to give their version of events;
- d) If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example, a member of the Governing Body.

Standard of proof

13. The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Headteacher may exclude the student.

14. Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. However, it may still be possible for the Headteacher to make a judgment on the balance of probabilities on whether to exclude the student.

When exclusion is not appropriate

15. Exclusion should not be used for:

- a) Minor incidents (for example, failure to complete homework);
- b) Poor academic performance;
- c) Lateness or truancy;
- d) Breaches of school uniform rules or rules on appearance (for example, relating to jewellery, body-piercing, hairstyles), except where these are persistent and in open defiance of such rules.

16. In every instance where a student is sent home for disciplinary reasons, the Headteacher will formally record and specify the length of the exclusion.

Removal of students on medical grounds

17. The Headteacher may send a student home, after consultation with that student's parents/carers and a health professional (for example, a school nurse) as appropriate, where because of a diagnosed illness (e.g. a notifiable disease) he or she poses an immediate and serious risk to the health and safety of him/herself or other students and staff.

Lunchtime exclusion

18. Students whose behaviour at lunchtime is disruptive may be internally excluded from the school social areas for the duration of the lunchtime period.

Procedures following an exclusion

19. The Headteacher will, without delay, provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
- the length of a suspension or, in the case of a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

20. When notifying parents about an exclusion, the Headteacher will draw attention to relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions (<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10am to 1pm during term time); and
- where considered relevant by the Headteacher, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

As all students at Idsall School are of compulsory school age, the Headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The Headteacher must notify the parents of the days on which their duty applies.

21. The Headteacher will notify the governing body and the local authority of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any exclusion which would result in the pupil missing a public examination or national curriculum test.

22. The governing board's duty to arrange education for excluded pupils

- For a suspension of more than five school days, the governing board must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth school day of the suspension.
- For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day out of school.

Statutory guidance on the education of pupils prior to the sixth day of an exclusion

23. Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of an exclusion, the school will take reasonable steps to set and mark work for the pupil. Work that is provided should be accessible and achievable by the pupil outside school.

23. All students will receive a reintegration meeting where it is expected that the student and parent/carer will attend. The purpose of the reintegration meeting is to assist the reintegration of the student and promote the improvement of their behaviour. It provides an opportunity to:

- a) emphasise the importance of parents/carers working with the school to take joint responsibility for their child's behaviour;
- b) discuss how behaviour problems can be addressed;
- c) explore wider issues and any circumstances that may be affecting the child's behaviour;
- d) reach agreement on how the child's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour – this may take the form of a Behaviour Contract.