Alderbrook School | Alderbrook Sixth Form

Exclusion Policy

Author	A Thandi
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Aims

1 Behaviour at Alderbrook is very good with the overwhelming majority of students being courteous and exhibiting very high standards of conduct. Exclusion will only be used in the most serious of incidents in order to maintain the safe, secure learning environment enjoyed by all members of the school and local community.

2 This policy has been written to comply with the "Statutory guidance on school exclusion of pupils from local authority and maintained schools and academies and pupil referral units – September 2017" and is to be read in conjunction with the Behaviour Policy.

3 The school has policies, procedures and staff training in place that promote good behaviour and prevent poor behaviour.

4 The behaviour policy is widely publicised so that all students including those who are admitted mid-year, school staff and parents are aware of the standards of behaviour expected of students and the range of sanctions that may be imposed.

5 The governors review the school's behaviour policy and it is updated as necessary. The school applies the behaviour policy in a consistent, rigorous and non-discriminatory way.

6 This policy has been written in line with the DfE Guidance Exclusion from maintained schools, academies and pupil referral units in England, September 2017.

Exclusion Procedure

7 When a student behaves in an unacceptable manner and disrupts teaching in school, exclusion can help to preserve the right to education of the other students.

8 The Headteacher can exclude students for behaviour outside school as well as inside, for example on school trips, or whilst travelling to and from school.

9 Exclusion should be seen as a last resort and positive encouragement should be given to secure the highest standards of behaviour and contain disciplinary problems wherever possible.

10 In most cases exclusion will only be used when alternative sanctions and support have been tried and failed to improve student's behaviour, including investigating any underlying problems which may be causing that poor behaviour. One exception to this may be if a student with no previous history of poor behaviour commits a serious disciplinary offence which warrants exclusion.

11 Exclusions will not be used for minor incidents (e.g. failure to do homework, lateness or breaches of uniform rules), except where a student displays persistent defiance towards a reasonable request.

12 All exclusions of a student, even for short periods of time, will be formally recorded. 'Informal' or 'unofficial' exclusions, such as sending students home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers.

13 Other than in exceptional circumstances exclusion should not come as a surprise to a student or their parents. In cases of persistent disruptive behaviour, the school will engage with the

student and their parents to promote positive behaviour and they will be informed of the consequences of a lack of progress and improvement in behaviour.

14 The school will notify a parent or carer about an exclusion as soon as possible by phone or e-mail. This contact will be followed up with a letter detailing the exclusion. The effect of any form of exclusion can be traumatic on the student and parent especially if the exclusion is permanent. If any type of exclusion is implemented, careful thought should be given to supporting:

- the student in order to obtain positive behavioural modifications on returning to school through the encouragement and advice of the appropriate staff;
- the parents in understanding the reasons for the exclusion, the implications of the exclusion and the strategies and support that their child will receive on returning to school.

15 The role of support agencies such as SOLAR, the Education Welfare Officer,Children's Services and any other external agencies needs to be considered before extended exclusions are implemented. These agencies should be consulted where practicable, or where they have been involved with a child before exclusion.

16 For students with an SEND /statement / EHCP or for Looked After Children (LAC), where there is a concern that continued poor behaviour may lead to permanent exclusion, the school will act in partnership with other agencies to consider what additional support or alternative placement may be required. In the case of a student with SEND the school should consider supporting parents with an application for an EHCP to provide the student with additional in-school support. For students with an EHCP the school will consider calling an early annual review or an emergency review to examine if the school can meet the needs of the student.

17 A student may only be excluded by the Headteacher, or a member of staff designated by the Headteacher in the Headteacher's absence.

18 Other than in exceptional circumstances, an exclusion will only be made after the Headteacher has discussed the matter fully with the appropriate staff involved. All written incident reports and statements will be considered fully. A summary of significant incidents, including positive in and out of school achievements together with the student's school file may also be considered.

19 In making the decision the Headteacher will apply the civil standard of proof, (i.e. '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'.

20 The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

21 The Chair of Governors and the Governing body will be kept informed of potential and actual exclusions.

22 Although this is not a definitive list, the broad reasons for an exclusion would normally fall into one or more of the following categories:

- persistent disruptive behaviour which inhibits the normal operation and order of the school;
- persistent behaviour which disrupts the learning of the student or other students;
- acts of very serious misconduct which contravene school rules and the behaviour policy, cause danger to the student or others or cause serious offence or harm to anyone within the school.
- swearing at, being verbally or physically abusive to an adult in school
- being physically or verbally abusive towards another student
- The student has already spent time in the Intervention room and has continued to behave in a manner that does not meet the expectations of behaviour set out

23 In deciding on the type of exclusion the Headteacher will consider some of the following:

- the nature and seriousness of the offence;
- the immediate danger to the student(s) or others;
- the support of vulnerable groups e.g. SEND, disability, LAC, PP etc, as defined in the Equality Act 2010
- the educational needs of the offender or others;
- the record of the student's progress or otherwise in school;
- the involvement of parents or other agencies with the student prior to the incident.

24 The facts and background related to the incident(s) will be relayed to the parents/carers prior to the exclusion together with the decision to exclude. For the first five school days of an exclusion it is the parent/carer's responsibility to make sure their child is not in a public place during normal school hours unless there is good reason. This includes near school premises at the end of the school day. Parents/carers may be prosecuted if their child is found in a public place when they are not supposed to be. Teachers will be requested to provide work and this work will be emailed to parents/carers or sent in the post. Where possible an appointment will be made for a re-integration meeting at the end of the exclusion period. If the exclusion is for more than five days, the school or appropriate agency will arrange for the continuation of studies for the student in line with national and local regulations.

25 The School will not tolerate behaviour that prevents teaching and learning taking place or behaviour that puts the health, safety or wellbeing of students or staff at risk.

26 If the student is permanently excluded then the procedure outlined above will apply, but particular consideration will be given to the distress of the student and parents. They will be informed of their right of representation to the Governors and the appeal process. Most importantly they will be given immediate support relating to the admission of their child to another educational establishment by an appropriate member of staff or the Local Authority.

27 All exclusions are regarded as a very serious matter. It is for the Headteacher to decide whether a student's behaviour warrants permanent exclusion. Although this is a serious decision it is usually reserved for:

- Serious or persistent breaches of the Schools' behaviour policyor
- Where a students' behaviour means allowing the student to remain in school would harm the education or welfare of the students or others in the school

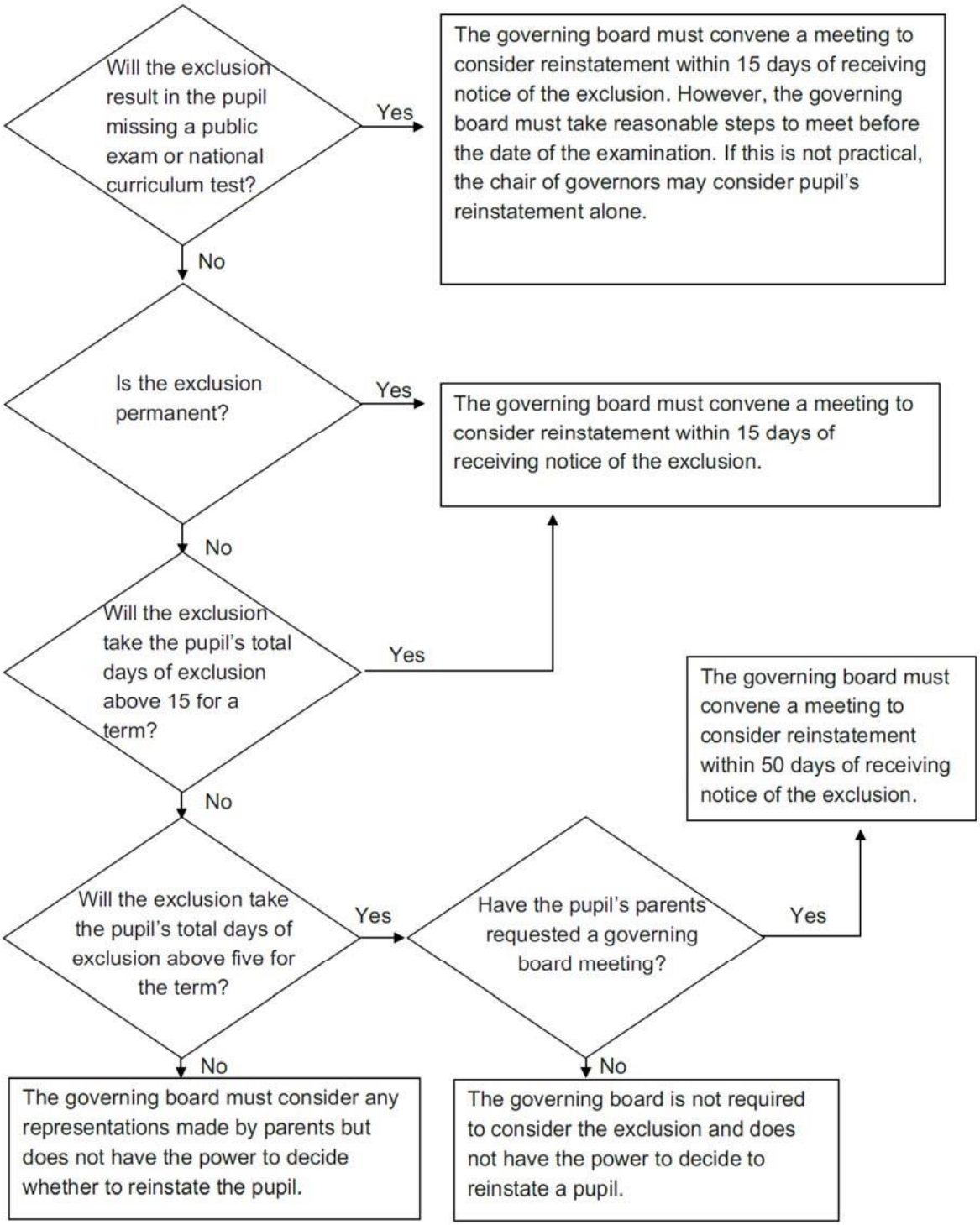
The re-integration meeting

28 On returning after a fixed-term exclusion, a student and their parent/carer should report to main reception and will normally be seen by a member of the senior leadership team of the school and the Pastoral Manager. The student will be advised as to how their behaviour has resulted in this exclusion and the consequences of a repetition of the incident or type of behaviour will be explained. The Senior Leader will coordinate targets, internal, and where appropriate, external support for the student.

29 If a parent/carer is unable or unwilling to attend a re-integration meeting the student will study in the Intervention Room and a phased return back to lessons will be planned to reduce the chance of further exclusion.

30 Students will not be reintegrated back into school before assurances are gained that there will not be a repeat of the unacceptable behaviour.

31 The appropriateness and effectiveness of this policy will be reviewed periodically by the appropriate member(s) of staff and the Governing Body.

APPENDIX A

Annex A – A summary of the governing board's duties to review the head teacher's exclusion decision