

Exclusions Policy



Policy Number:	SU15	Originator:	Lukasz Miecznikowski
Issue Number:	3	Authoriser:	Jason Goddard
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1. Exclusions Policy

Exclusion will not be used for minor incidents (e.g. lateness, poor academic performance or breaches of uniform rules).

2. Single Incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Headteacher will investigate the incident thoroughly, usually via the management team, and will consider all evidence to support the allegation, taking account of the school's policies. The student will be encouraged, and if necessary be supported by familiar staff or parents, to give his/her version of events. A member of the Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment. If necessary the Headteacher will consult a governor or Director for Education and Learning.

3. Permanent Exclusion

A permanent exclusion is a very serious decision and the Headteacher will consult with the Director for Education and Learning and governor before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies, such as:

- Serious actual or threatened violence against another student or a member of staff
- Possession or use of an illegal drug on the school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Persistent disruptive behaviour
- See behaviour policy and behaviour ladder

4. The decision to exclude

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If the Head teacher decides to exclude a student he/she will

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the student
- Contact the parents/carer and LA (SW), explain the decision and ask that the student be collected
- Send a letter to the parents/carer confirming the reason for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the student's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- Plan how to address the student's needs on his/her return
- Plan a meeting with parents and student on his/her return. This may be with supported off site education (coded as B off site activities). Due to the relationships with other students and nature of their learning need (e.g. ASD)

An exclusion will not be enforced if doing so may put the safety of the student at risk.

5. Behaviour outside School

students' behaviour outside school on school trips and sporting events is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

6. Marking Attendance Registers following Exclusion

When a student is excluded temporarily, he/she will be marked as absent using Code E.

7. Removal from the School for Other Reasons

The Head teacher may send a student home, after consultation with the parents and a health professional as appropriate, if the student poses an immediate and serious risk to the health and safety of other students, staff, e.g. because of a diagnosed illness such as a notifiable disease. This will not be classed as an exclusion and should be for the shortest possible time.

Or supported off site activity to improve his or her behaviour ([section 29A of the Education Act 2002](#)). If the school decide to use this power, under the [Education \(Educational Provision for Improving Behaviour\) \(Amendment\) Regulations 2012](#) we will:

- The Head teacher will ensure that parents/carers (and the local authority where the student has a Statement of Special Educational Needs or an Educational Healthcare Plan—EHCP) are given clear information about the placement: why, when, where, and how it will be reviewed;
- Keep the placement under review and involve parents in the review. The regulations specify regular reviews but do not specify how often reviews must take place (that should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it; and

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- Have regard to guidance from the [Secretary of State](#) on the use of this power - new statutory guidance on this issue can be found at *paragraph 41 of the Alternative Provision - Statutory guidance for local authorities - January 2013*.

8. Procedure for Appeal

If parents wish to appeal against the decision to exclude, the matter will be referred to the governing body. One Governor and the Director for Education and Learning, who were not involved in the initial decision to exclude, will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days.

Records relating to the decision to exclude and the parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances however will the school or its staff be required to divulge to parents or others any confidential information on or the identities of pupils or others who have given information which has led to the exclusion or which the Headteacher has acquired during an investigation.

The parents may be accompanied to the hearing by one other person. This may be a relative, teacher, friend or Parent Support Advisor. Legal representation will not normally be appropriate. If possible the governors will resolve the parents' complaint without the need for further investigation. Where further investigation is required, governors will decide how it should be carried out. After consideration of all the facts considered to be relevant, the governors will reach a decision on whether to uphold or rescind the exclusion or make other recommendations. This decision will be made within ten days of the hearing. Parents will be informed in writing of the governors' decision and the reasons for it. Their decision will be final. The governors' findings and any recommendations will be sent in writing to the parents, Headteacher and governing body.

Parents are entitled to appeal against a governing body's decision if it has upheld the Headteacher's decision to **permanently exclude** their child; even if they did not make a case to, or attend, the governors' meeting.

9. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Group Director for Education and Learning. Enhanced Children's Services will then actively respond to the enquiry.

This policy is written by Lukasz Miecznikowski

Date: 1st of May 2020

Signed 

This policy is quality assured by Jason Goddard, Group Director for Education and Learning.

Signed: 

Date: 1st of June 2020

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The policy is quality assured by Governor: