



Eastwick Schools Exclusions Policy

Review Period: Annually

Next review Date: January 2018

This is a summary of the Exclusion Policy. Eastwick Schools follows the guidance 'Exclusion from maintained schools, Academies and pupil referral units in England (DfE)

Rationale

This policy deals with the process and practice which informs the schools' use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- to ensure the safety and well-being of all members of the school community and to maintain an appropriate educational environment in which all can learn and succeed;
- To make the use of exclusion an effective sanction.

Introduction

The decision to exclude a pupil will be taken in the following circumstances:-

(a) In response to a serious breach of the schools' Behaviour Policy

(b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Exclusion is an extreme sanction and is only administered by the head teacher.

Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the schools' Behaviour Policy:

- Verbal abuse of staff and other adults
- Verbal abuse of pupils
- Physical abuse of/attack on staff
- Physical abuse of/attack on pupils
- Indecent behaviour
- Damage to property
- Use of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the head teacher makes the judgement that exclusion is an appropriate sanction.

Guidance

If an incident leads to the decision to exclude a pupil, the head teacher will follow the current DfE/SCC guidance on exclusions (available on request).

Fixed Term Exclusion

- If suitable, consider the fixed term exclusion to be in school, where the pupil is taught in isolation from their peers.
- Help the pupil develop strategies to avoid such crisis points in future and inform relevant staff about these strategies and their roles;
- ensure that staff affected by an incident have continuing support for as long as necessary in respect of:

- i. Physical consequences
- ii. Support to deal with any emotional stress or loss of confidence
- iii. Analysis and reflection on the incident.

- A 'Return to School Meeting' will be held following the expiry of the fixed term exclusion and this will involve the head teacher, parents, pupil and other staff where appropriate.
- If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents.

Permanent Exclusion

The decision to exclude a pupil permanently will be made as a final action, and will be enforced as a result of one of two situations:

1) The final, formal step in the process for dealing with disciplinary offences, and following the application of appropriate strategies, which have been tried without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. Offences would include persistent and defiant misbehaviour including bullying (including racist or homophobic bullying).

2) Where there are exceptional circumstances and it is not appropriate to implement other strategies, it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

These might include:

- Possession and/ or use of an illegal drug on school premises.
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 193 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
- Arson

The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the head teacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Pupil Discipline Policy, Equal Opportunity and Race Equality Policies
- Allow the pupil to give her/his version of events where appropriate
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.

If the head teacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, exclusion will be the outcome.

TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS

The school takes account of SEN, disability and the circumstances of other vulnerable pupils by having regard to;

- The Equality Act 2010
- The Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education (Provision of Full Time Education for excluded Pupils) (England) Regulations 2007
- The SEND Code of Practice 2014
- The Children and Families Act 2014

MONITORING

- The head teacher will monitor the effectiveness of this policy on a regular basis. They will also report to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.
- The schools maintain several types of records of behavioural incidents: further information is available from the school offices.
- It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.
- The Governing Body follows the guidelines should an appeal be made by the parents.

14.STAFF DEVELOPMENT

It is the responsibility of the head teacher, year co-ordinators and team leaders to ensure that all staff are confident to carry out the behaviour policy effectively and consistently. Staff CPD will be organised to ensure that strategies and policy are followed consistently throughout the school community. The Behaviour Policy is shared with staff annually.

15.REVIEW

The Governing Body will review this policy annually. The governors may, however, review the policy in the interim if the government introduces new regulations or if the Governing Body receives recommendations on how the policy might be improved.

16.OTHER POLICIES

Please read in line with the following policies:

- Behaviour policy
- Anti-bullying policy
- E safety policy
- Drugs and Alcohol Policy
- Sex and relationships Policy
- Acceptable use policy
- SEN policy