

FIXED-TERM & PERMANENT EXCLUSIONS POLICY

Compliant with DCSF documentation

Background

While as a school we are proud of our record in terms of inclusion, and use exclusions (in whatever form) as a last resort, there are times when students' behaviour will result in them being excluded from school. Our current behaviour policy clearly prescribes a formal series of responses for staff to deal with behaviour in lessons and around the school. However, to date we have maintained an informal, case-by-case response to the issue of internal, fixed-term external and permanent exclusions. This new policy aims to address any inconsistencies that might arise from the lack of an established procedure. It does not seek to introduce a prescribed list of punishments for particular incidents. Its main function is to trigger support for students who have been excluded.

Internal Exclusion

This sanction will normally be used for one or two days for a student who has not yet been excluded in any respect. It will be a more formal sanction than at present with the likelihood being that any breach of its guidelines would lead as matter of policy to a fixed-term exclusion.

Fixed-Term Exclusion

While the number of days of fixed-term exclusion will seemingly be fewer than in the past, its gravity will increase and a fixed-term exclusion will become a more formal sanction which will involve closer parental involvement. In the past, the connection between fixed-term and permanent exclusions has always been a tacit one; it has been known for a student to be permanently excluded never having previously received a fixed term exclusion. This possibility will still exist. However, unlike at present, there will be a clear series of steps showing how internal and fixed term exclusions may, while triggering appropriate support, lead to a permanent exclusion.

Permanent Exclusions

It will be vital to work closely with governors. At present, each permanent exclusion requires a governors' panel to discuss it; each of these comes as a surprise to governors and each is dealt with, perhaps quite properly, on its own merits.

A more formalised system will enable us to support more efficiently those students heading for permanent exclusion; a meeting with the Headteacher will be triggered, and governors will be aware of this. Also, and most importantly, closer, more tailored support can be developed and made available.

FIXED-TERM & PERMANENT EXCLUSION POLICY

A fixed term exclusion is a very serious sanction. It is generally used as a last resort when behaviour has been particularly inappropriate, and/or after a range of other sanctions has been used. The functions of a fixed-term exclusion shall be:

- To encourage reflection upon particular behaviours in that they may be avoided in future
- To act as a warning that further exclusions may lead to the student leaving Park High School
- To act as a cooling-off period for both students and staff.

The appropriate uses for a fixed-term exclusion are:

- Cumulative; as a response to inappropriate behaviour, such as when a student has failed to complete an internal exclusion satisfactorily
- As a response to a particular incident judged serious enough to warrant a fixed term exclusion even though an internal exclusion may not have preceded it

A tariff (see below) shall be employed to track students' behaviour and to help us apply inclusion support consistently. When a student has received a total of 50 points, based upon a number of days of both internal and fixed term exclusions, it is normally likely that one more serious breach of the school's behaviour code may well bring about their automatic permanent exclusion from Park High School if their behaviour which takes them over 50 points is a serious breach of school rules.. This total of 50 points might be reached via, say, three five-day fixed-term exclusions, or a number of one- and two-day exclusions. Students who continue to behave inappropriately and serve a number of short, fixed-term exclusions on a regular basis will be able to perceive the ultimate potential consequences of their actions and, most importantly, support can be planned via PSPs and other strategies in a structured way.

This does not preclude the permanent exclusion of any student for a single offence, should such a sanction be deemed appropriate.

A single, fixed term exclusion usually has a salutary effect upon a student who realises that he/she is moving towards a permanent exclusion. Often, there are no further exclusions needed. It is important to remember that the primary purpose of an internal or fixed term exclusion is to enable students to take responsibility for their long term behaviour and to enable the school to support them effectively to prevent a permanent exclusion. While any exclusion is a punishment, then, ultimately its most important function is that of promoting inclusion; this policy needs to be seen as a logical extension of our Teaching, Learning and Behaviour policy.

A fixed-term exclusion must be effected only by the Headteacher or, in his absence, by the member of staff deputising for him. The chair of the governors' whole school and community committee must receive copies of all letters pertaining to fixed term exclusions. Should any fixed term exclusion be overturned after an appeal of any kind, it is likely that supports points will be removed.

During the Exclusion

No fixed-term exclusion shall be longer than 5 days at any one time.

It is our responsibility to provide appropriate work for excluded students; a fixed-term exclusion is often an excellent opportunity to catch up on work.

Any excluded student who appears uninvited at school or in the vicinity of the school for any reason faces having their exclusion extended.

Any student facing a permanent exclusion will be invited into school during the fixed term period, with a parent, to put forward reasons why a permanent exclusion should not occur. The headteacher will not decide on a permanent exclusion until this meeting has taken place and information has been shared with Harrow's RIT team.

Re-integration

All students serving fixed term external exclusions shall not be reintegrated until a meeting has taken place between parents and appropriate staff to discuss future behaviour and support required.

The Future

While fixed term exclusions are punitive and can cause great worry for parents, it must be remembered that their function is hopefully positive in that it will refocus the student upon the importance of their studies - and that any future exclusion can thereby be avoided. Both parents and students should take the opportunity that an exclusion provides to catch up with any work and complete outstanding tasks.

Records and Review

Records of exclusion will be kept by the Headteacher and reported to governors termly in his report. Annually, the community committee will review the patterns of exclusion.

Review of this Policy

This policy shall be reviewed at the time of the annual review of exclusions, and in the light of any changes of legislation.

Date reviewed: Summer 2009

Date to be reviewed: Summer 2010

EXCLUSION TARIFF

1 support point will be given for serving a one day internal exclusion, which shall be set by the Head of Year and/or Senior Leadership Team link with reference to the school's Teaching, Learning & Behaviour Policy. This internal exclusion will be served with the tutor or another member of staff who will take overall responsibility for the student on that day, discussing strategies where appropriate with the Head of Year.

Any student failing to attend lunchtime detention in room H5 without a satisfactory reason will face a day's internal exclusion on the next school day.

2 support points will be given for a second day's internal exclusion if the student fails to complete the first day satisfactorily. This will be served with the Head of Year. Failure to complete this second day satisfactorily will result in an automatic one day external exclusion.

3 support points will be given for each day's fixed-term external exclusion.

When a student has reached 15 points s/he will be placed on a Pastoral Support Programme (PSP) if one has not been set up already. All support, whether from within the school, or via Park's Learning Support department, via other areas of the school, or from agencies outside the school, will be detailed in this PSP and agreed with the student and parents. Harrow's Rapid Intervention Team (RIT) will be informed.

If a student has reached 30 points s/he will be required to see the Headteacher, with parents, to discuss the progress of the support offered via the PSP and the consequences of amassing more points. Harrow's RIT team will be informed.

When a student has reached 40 points a managed move or a placement at the Pupil Referral Unit will be considered. The RIT team will be contacted.

A student who has amassed 50 points will face the likelihood that one more serious breach of the school's behaviour code may well bring about their automatic permanent exclusion. This does not, however, rule out the possibility that a student might be permanently excluded for a single serious incident even when no previous punishments have been recorded.

It is also possible that should a student who has amassed a number of points improve for a period of time and not add to his/her tally of points during this time, there may well be a reduction in the points total should the HoY and SLT link agree this is appropriate. If a fixed term exclusion is overturned on appeal, naturally any points accrued on this occasion will be removed.

SANCTIONS:

At Park we have a number of formal sanctions:

Detentions for a range of low-level incidents:

It is important to be non-prescriptive here, and detentions can be run by a range of staff on an ad hoc basis, following all H&S guidelines.

However, there are formal detentions:

Daily H5 breacktime detention for lateness that morning

Daily H5 lunchtime detention- 12.35 - 1.10 each day- for poor uniform and for those on Internal exclusion.

Friday SLT detention 3.30 - 4.45 for lateness and other issues.

Exclusions

There are two levels of exclusion - these are outlined in some detail in the Inclusion Policy.

Internal exclusion will usually, but not always, precede external exclusion

A student might be excluded for the following reasons:

Persistent breaches, or a major single breach, of school rules

Failure to attend a lower-level sanction, such as a detention

Disrupting the learning of others

Rudeness to, and/or refusal to adhere to instructions from, staff

Violent behaviour towards others, either on or off the school site

Racist, sexist, or threatening behaviour

Involvement, passive or otherwise, in the taking of illegal substances

Involvement, passive or otherwise, in an act of theft, or

Any other behaviour deemed unacceptable and inappropriate by the Headteacher

An internal exclusion will usually be used in the first instance. Should there be a recurrence, it is likely that a fixed-term external exclusion would be imposed.

However, depending upon the nature of the behaviour, it may be decided that a fixed-term external or even a permanent exclusion is effected before any other sanction.

This situation might arise in the case of :

Overtly violent behaviour on or off site

The passing on or sale of illegal substances

Extreme or repeated racist, sexist or threatening behaviour

Bringing outsiders and/or relatives to school for inappropriate reasons, such as to solve a dispute with threats of violence or violence itself

Repeated acts of theft, or a theft of significant value.

Possession of an item which may be used as a weapon.

This is not an exhaustive list; each case will be considered on its individual merits.

FIXED TERM EXCLUSION - PARENTS/CARERS' RESPONSIBILITIES (to accompany an exclusion letter)

Attached is a letter informing you that your child has received a fixed-term exclusion and advising you of your rights. This document advises you of your responsibilities with regard to the period of that exclusion, his/her reintegration and his/her future conduct.

A fixed-term exclusion is a very serious sanction. It is generally used when behaviour has been particularly inappropriate, and/or after a range of other sanctions has been used. The school's policy is that when a student has accumulated a total of 50 support points, based upon a number of days of both internal and fixed term exclusion, it is normally likely that they will have to leave Park High School if their behaviour which takes them over 50 points is a serious breach of school rules. This total might be reached via, say, three five-day fixed-term exclusions, or a number of one- and two-day exclusions. This tariff is attached. This does not preclude the permanent exclusion of any student for a single offence, should such a sanction be deemed appropriate. Nevertheless, students who continue to behave inappropriately and serve a number of short, fixed-term exclusions on a regular basis will be able to perceive the ultimate potential consequences of their actions and, most importantly, support can be planned and agreed in a structured way.

However, a single fixed-term exclusion usually has a salutary effect upon a student who realises that he/she is moving towards a permanent exclusion. Often, there are no further exclusions needed. We must work together to ensure that this is so for your child. It is important to remember that the primary purpose of an internal or fixed-term exclusion is to enable students to take responsibility for their long term behaviour and to enable the school to support them effectively to prevent a permanent exclusion. While any exclusion is a punishment, then, ultimately the most important function of this policy is that of promoting inclusion.

During the Exclusion

Please ensure that all legal requirements are met with regard to adequate and safe supervision of your child. They should be at home and/or within your control. This is your responsibility. A fixed-term exclusion is often an excellent opportunity to catch up on work. Any excluded student who appears uninvited at school or in the vicinity of the school for any reason faces having their exclusion extended.

Re-integration

A time will have been put on the attached letter for you to attend a meeting at the school with senior members of staff to effect a positive and well structured reintegration for your child. It is your responsibility to attend, as no student may return from a fixed-term exclusion without this reintegration meeting. Any extra days that a student spends away from school as a result of a parent not attending a reintegration meeting shall be recorded as unauthorised absence.

You may well be asked to deliver and/or collect your child from school should it be deemed appropriate. Again, this will be your responsibility as 100% attendance will almost certainly be a condition of reintegration.

The Future

Upon reintegration, it may well be that your child is placed upon report; it is your responsibility to check and sign this daily. It is probable that your child is placed upon a PSP (Personal Support Plan); again, you will need to agree the conditions of this and it will be your responsibility to ensure that any agreed conditions are adhered to. These structures will be devised to maximise the chances of success for your child to avoid any future exclusion and to refocus successfully on his/her studies. It is your responsibility to work with the school to monitor the PSP closely.

While fixed term exclusions are punitive and can cause great concern for parents, it must be remembered that their function is hopefully positive in that it will refocus the student upon the importance of their studies; any future exclusion can thereby be avoided. Both parents and students should take the opportunity that an exclusion provides to catch up with any work and complete outstanding tasks.

TARIFF

1 point will be given for serving a one day internal exclusion. This will be served via the tutor who will take overall responsibility for their tutee on that day, discussing strategies where appropriate with the Head of Year.

Any student failing to attend lunchtime detention in room H5 without a satisfactory reason will face a day's internal exclusion

2 points will be given for a second day's internal exclusion if the student fails to complete the first day satisfactorily. This will be served with the Head of Year. Failure to complete this second day satisfactorily will result in an automatic one day external exclusion.

3 points will be given for each day's fixed-term external exclusion.

When a student has reached 15 points s/he will be placed on a Pastoral Support Programme (PSP) if one has not been set up already. All support, whether via Park's Learning Support department, via other areas of the school, or from agencies outside the school, will be detailed in this PSP and agreed with the student and parents.

If a student has reached 30 points s/he will be required to see the Headteacher with his parents to discuss the progress of the PSP, and the consequences of amassing more points. Harrow's Rapid Intervention Team, a group of professionals dedicated to managing students at risk of permanent exclusions, will be informed. When a student has reached 40 points a managed move or a placement at Harrow's Pupil Referral Unit will be discussed. Again, the RIT team will be contacted.

A student who has accumulated 50 points will face the likelihood that one more serious breach of the school's behaviour code may well bring about their automatic permanent exclusion. This does not, however, rule out the possibility that a student might be permanently excluded for a single serious incident despite having few or even no previous recorded punishments.

INTERNAL EXCLUSION

Following inappropriate behaviour, a student may be placed on internal exclusion by their Head of Year or Senior Leadership Team in line with the Teaching, Learning and Behaviour policy. In a sense internal exclusion is a misnomer as the student will, in the first instance, be supported by his/her tutor and/or other staff in an attempt to address behavioural issues. Appropriate tasks and locations for the day will be arranged. The students will be given a form (example overleaf) completed by their tutor or staff in charge which details their responsibilities for their day's IE.

While IE is a punishment, in effect the student will be in school and working, albeit in a different environment to usual. The student will be monitored by their tutor, and receive any Learning Support that they would normally receive, either in their tutor's classroom setting or supervised in a study situation in, for example, the library or an ICT room.

The element of punishment will be that any student on IE will:

- Spend lunchtime in room H5
- Spend breaktime under supervision

They will also receive 1 support point

Any student serving a day's IE will be expected to:

- Comply with all of the tutor's requests
- Complete all work provided
- Go to room H5 at lunchtime
- Report to their tutor at registration times and as agreed
- Be on time at all times
- Keep their IE form safe and intact
- Obey all school rules as usual

At the end of the day, the tutor or staff in charge will decide whether the day has been completed satisfactorily. This will usually involve some discussion/negotiation with the student.

Any students unable to complete this first day of Internal Exclusion satisfactorily will complete a subsequent day with the Head of Year and receive 2 more support points. The rules of the first day will apply. If the student cannot complete this day satisfactorily then they will face a day's fixed-term external exclusion and receive 3 more support points.

INTERNAL EXCLUSION

NAME _____ Tutor Group _____ Date _____

Today you are internally excluded. Your tutor will organise this but YOU are responsible for keeping to the guidelines. Should you fail to complete the day appropriately you may well be externally excluded.

- Stay where your tutor has asked you to stay. Do not wander about.
- Complete all work provided.
- Go to room H5 at lunchtime. You might not be reminded. Eat at 1.15.
- Report to your tutor at registration times and as agreed - this may be noted on your timetable below
- Be on time at all times
- Keep this form safe

Period	Place	Task	Signature
a.m. reg	Tutor Room		
1			
2			
3			
4			
Lunch	H5		
p.m. reg	Tutor Room		
5			
6			
de-reg/ tutor time/ assembly	with tutor		

NOTES/CONCLUSIONS

Signed by tutor _____