



# Exclusion Policy

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### **Changes to this policy:**

This policy was reviewed in May 2022. Changes include:

- Changing reference to fixed term exclusion to exclusion/suspension.
- Adding a reference to the statutory guidance of which this policy is based.
- Removing references to historic Inclusion points tariffs which are no longer used.
- Addition of aims of the policy.
- Outlining the decision to exclude.
- Referencing students who have additional needs.
- Additional section outlining alternatives to exclusion that the school may utilise.
- Referencing that homophobic behaviour may be a reason for exclusion/suspension or exclusion.
- Links with other policies.

## **Aims of the policy**

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and students
- Students in school are safe and happy
- Students do not become NEET (not in education, employment or training)

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and student referral units \(PRUs\) in England](#).

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

## **The decision to exclude**

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a student, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider if the student has special educational needs (SEN)

This policy complies with our funding agreement and articles of association.

## **TYPES OF EXCLUSION AT PARK HIGH SCHOOL**

### **Internal Exclusion**

This is a formal sanction with the likelihood being that any breach of its guidelines could lead as matter of policy to a fixed-term exclusion. This will usually, but not always, take place in a room designated for the purpose of IE. Carefully considered work/tasks will be provided, as will lunch. See page 9 for full details.

### **Fixed Term Exclusion/suspension**

A fixed-term exclusion/suspension is a formal sanction which will involve close parental involvement. This policy indicates a clear series of steps showing how internal exclusion or fixed term exclusion/suspension are sanctioned and may, while triggering appropriate support, lead to a permanent exclusion.

A fixed term exclusion/suspension is a very serious sanction. It is generally used when behaviour has been particularly inappropriate, often over a period of time, and/or after a range of other sanctions have been used. The functions of a fixed-term exclusion/suspension are:

- To encourage reflection upon particular behaviours so that they may be avoided in future.
- To act as a warning that further exclusion/suspensions may lead to the student leaving Park High School.

The appropriate uses for a fixed-term exclusions/suspensions are:

- Cumulative; as a response to an appropriate 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/suspension even though an internal exclusion may not have preceded it.

### **Permanent Exclusion**

A student might face permanent exclusion for one severe breach, or persistent breaches, of the school's behaviour code.

A permanent exclusion might be effected on the basis of a serious incident that has occurred as one of a number of similarly serious incidents. When presenting the case to a governors' panel in this light, the school might refer to any previous behaviour leading to sanctions, such as formal detentions or fixed term exclusion/suspension if these references add to an understanding of the decision made regarding the final decision.

Any potential permanent exclusion will be initially discussed with the Governor Inclusion Champion to ensure that procedures are validated, and the school's response is proportionate.

It is vital to work closely with governors. Each permanent exclusion requires a governors' panel to discuss it, and each is dealt with on its own merits. Any governor sitting on this panel must have received the appropriate legal training.

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

Guidelines make it clear that permanent exclusion might come about as the result of one major incident or as a response to cumulative poor behaviour. This policy has at its centre the desire to give students the opportunity, through well targeted support, to make decisions so that permanent exclusion can be avoided.

### **Alternatives to exclusion/suspension**

Alternatives to exclusion will be considered where appropriate. Any of the following may be utilised depending on which is most appropriate:

- Restorative Justice to enable the offender to redress the harm done.
- Referral to The Jubilee Academy. This may include either:
  - Respite provision where students will receive intensive support as well as a reduced curriculum during a period between six to twelve weeks at the Jubilee Academy.

- A permanent move to Jubilee Academy where the student will eventually be sitting their end of key stage exams.
- A period of respite by providing online learning via Academy 21. This provision may be provided on the school premises or at home if appropriate supervision is in place.
- Referral to The Helix Educational Centre for a short period of intensive respite.
- A student can be transferred to another school as part of a 'managed move' with full consultation and agreement of all the parties involved, including the parents. The Harrow Managed Move Panel meets every two weeks and is chaired by a Harrow Headteacher and senior representatives from schools across the borough. The relevant Pastoral Team (for example Year 9) will discuss the merits of a Managed Move with the family and complete the relevant paperwork that will be presented to the panel. The panel will consider the case and make a decision about which school the student can move to. The student will be supported prior to their transition and this will be followed by a six-week trial period. If the trial period is successful, the student will be on role with the new school.

### **Considerations for SEND and Students with Additional Needs**

If a student with SEND or any form of disability faces an exclusion/suspension of any kind, the nature of their SEND or disability will be carefully considered before any sanction is decided upon to ensure that any action taken by the school is appropriate, fair and in keeping with respective policies governing such areas.

It is possible that a student with SEND or those with additional needs might not display malicious behaviour or intend a breach of the school code but might behave in ways that result in a threat to the health, safety or well-being of themselves or others. If the school has explored all other avenues of support, then a permanent exclusion might be considered with the knowledge that it would support that student. The school will make use of Emergency Annual Review panels for young people with an EHCP as a central aspect of decision making with regard to that child's place at Park High School.

### **Tracking and supporting students to prevent exclusion**

A single, fixed term exclusion/suspension usually has a salutary effect upon a student who realises that they are 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/suspension is to enable students to take responsibility for their long-term behaviour and to enable the school to support them effectively to prevent further exclusion/suspensions or exclusions, of any kind. While any exclusion/suspension or 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 Assessment Policy, as well as our Behaviour Policy.

A fixed-term exclusion/suspension must be effected only by the Headteacher or, in her absence, by the member of staff deputising.

### **During the Exclusion/Suspension**

While fixed term exclusion/suspensions will usually be served at home under parental guidance we reserve the right to decide upon its location; this might be in school, or at an LA institution such as The Jubilee Academy or The Helix.

Only under exceptional circumstances shall a fixed-term exclusion/suspension be longer than 5 days at any one time.

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

Any suspended student who appears uninvited at school or in the vicinity of the school for any reason faces having his/her exclusion/suspension extended.

Any student facing a permanent exclusion may be invited into school during the fixed term period, with a parent, to put forward reasons why a permanent exclusion should not occur.

### **Re-integration**

All students serving fixed-term external exclusion/suspensions shall not be reintegrated until a meeting has taken place between parents and appropriate staff to discuss future behaviour and support required. A parental meeting is required after a student has been on internal exclusion.

### **The Future**

While fixed term exclusion/suspensions are punitive and can cause 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 education - 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 set by the school.

### **Records and Review**

Records of exclusion will be kept by the Headteacher and reported to governors. Annually, the Governors' Whole School and Community Committee will review the patterns of exclusion/suspension and exclusion.

### **Behaviour likely to lead to Exclusion**

A student might be excluded, internally or externally, 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.
- Bullying, either physical or cyber.
- Rudeness to, and/or refusal to adhere to instructions from, staff.
- Violent behaviour towards others, either on or off the school site.
- Racist, sexist, homophobic or threatening behaviour.
- Involvement, passive or otherwise, in the taking of illegal substances.
- Involvement, passive or otherwise, in an act of theft.
- 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 possible that a fixed-term exclusion/suspension might 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 affected 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, homophobic 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.
- Or any other instance deemed worthy of such a sanction by the Headteacher.

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

### **Links with other policies**

This exclusions policy is linked to:

- Behaviour Policy
- SEN Policy and Information Report
- Drug Awareness
- Digital Safety
- Equality Policy and Objectives
- Safeguarding and Child Protection.