



PARK HIGH SCHOOL

# Inclusion Policy

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## **OVERVIEW**

Reference: application of this policy is with reference to guidance from the Department for Education (DfE) entitled "Exclusions from maintained schools, academies and pupil referral units in England".

This can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

or, by searching for "DfE guidance exclusions"

The guidance is marked as a February 2015 update. For the avoidance of doubt, please note that this update reverted to a document produced in June 2012.

## **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. School policies clearly prescribe a formal series of responses for staff to deal with behaviour in lessons and around the school, and we maintain an informal, case-by-case response to the issue of internal, fixed term external and permanent exclusions. The main function of this policy is to trigger support for students who have been excluded to prevent further exclusion. This policy is informed by the equality & diversity policy.

### **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.

### **Fixed term Exclusion**

A fixed term exclusion is a formal sanction which will involve close parental involvement. This policy indicates 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 is vital to work closely with governors. At present, each permanent exclusion requires a governors' panel to discuss it; each is dealt with on its own merits. Any governor sitting on this panel must have received the appropriate training.

A formal, consistently applied 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.

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 (as a result of cumulative poor behaviour) can be avoided.

If a student with any form of disability faces an exclusion of any kind, the nature of their disability will be 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.

## **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. However, there are formal detentions:

Daily breaktime detention for lateness that morning (L1)

Daily S13 lunchtime detention – 12.45 – 1.20 each day- for poor uniform, for those on Internal Exclusion and for those failing to attend late detentions.

### **Exclusions**

There are two levels of exclusion.

Internal exclusion will often, but not always, precede external 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, 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 possible that a fixed term external exclusion 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 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;

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.

#### INTERNAL EXCLUSION

Following inappropriate behaviour, a student may be recommended for a day's internal exclusion by his/her Head of Year or Senior Leadership Team link via the appropriate policy. In a sense internal exclusion is a misnomer as the student will, in the first instance, be supported by a number of staff in an attempt to address behavioural or other issues. Appropriate tasks and locations for the day will be arranged.

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 our Student Support Manager, and receive any Learning Support that he/she would normally receive, either in his/her 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:

- be excluded from participation in normal lessons
- Spend lunchtime in room S13
- Spend breaktime under supervision
- Finish their school day at 4.30pm (at the latest)

S/he will also receive usually 2 inclusion points.

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

- Reflect on the behaviour that has resulted in IE
- Comply with all staff requests
- Complete all work provided
- Go to room S13 at lunchtime
- Report to his/her tutor at registration times and as agreed
- Be on time at all times, in full uniform
- Obey all school rules
- Stay in the Pastoral Office until 4.30 pm

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

Any student unable to complete this first day of Internal Exclusion satisfactorily will complete a subsequent day and receive at least 2 more support points. The rules of the first day will apply. If the student cannot complete this day satisfactorily then s/he will face the possibility of a day's fixed term external exclusion and receive at least 3 more support points.

## **FIXED TERM EXCLUSION**

A fixed term exclusion is a very serious sanction. It is generally used as when behaviour has been particularly inappropriate, and/or after a range of other sanctions has been used.

The functions of a fixed term exclusion are:

- 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 p. 8 below) is 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 his/her automatic permanent exclusion from Park High School if their behaviour which takes them over 50 points is a serious breach of school rules. 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, such as for violent behaviour or the selling of illegal substances, 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 further exclusions, of any kind. While any fixed term 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 will be effected only by the Headteacher or, in his absence, by the member of staff deputising for him. Should any fixed term exclusion be overturned after an appeal of any kind, it is likely that any points incurred will be removed.

## **During the Exclusion**

While fixed term exclusions 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 be longer than 5 consecutive days.

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 his/her exclusion 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. The headteacher will not decide on a permanent exclusion until this meeting has taken place.

## **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 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 termly in his report. Annually, the Governors' Whole School and Community Committee will review the patterns of exclusion.

## **Review of this Policy**

This policy shall be reviewed annually and/or in the light of any changes in legislation or school circumstances.

## EXCLUSION TARIFF

When a student breaches school rules, they may be given "inclusion" points based upon the nature of their behaviour, their previous school record and/or other individual factors. Punishments, such as detention, internal and/or external exclusions, may well be given in conjunction with these points, but not necessarily. As a guide, 2 points might equate with one day's internal exclusion, and 3 points might equate with one days' external, fixed term exclusion, but we shall retain the flexibility to separate the two agendas. It is vital to note that such points are awarded primarily to trigger support to help avoid further exclusion (See PSPs)

### Example 1

A Year 8 student, having served several detentions for disruptive behaviour, is placed on Internal Exclusion for further disruptive behaviour.

2 inclusion points. 1 day's internal exclusion.

### Example 2

A student with behavioural, attendance and learning issues is involved in the theft and sale of a mobile phone. She has served several internal and fixed term exclusions to date for similar behaviour.

7 inclusion points. 1 day's external exclusion and 2 days' internal exclusion.

### Example 3

In the week before Year 10 exams, a Year 10 student orchestrates and takes part in a fight in Centenary Park, causing the police to arrest him. This is the third such offence.

20 inclusion points incurred; over the next week, the student will:

- sit Year 10 exams; or
- return home between exams on the basis of a fixed term exclusion; or
- be placed in Internal Exclusion if to return home between exams is not practical.

When a student has reached an appropriate level of concern or number of points s/he will be placed on a Pastoral Support Programme (PSP) if one has not been set up already. Should the student not complete their PSP satisfactorily, up to 15 points shall be added to their tally. Each PSP shall be formally reviewed midway through. 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.

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

When a student has reached 40 points a managed move or a placement at the Pupil Referral Unit (The Helix) will be considered and discussed with student and parents/carers.

A student who has amassed over 40 points will face the likelihood that one more serious breach of the school's behaviour code may well bring about their automatic permanent exclusion or managed move. This does not, however, rule out the possibility that a student might be permanently excluded or managed moved for a single serious incident even when no previous punishments have been recorded. At 50 points, a managed move will be usual.

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 Head of Year and SLT link agree this is appropriate. If a fixed term exclusion is overturned on appeal, naturally any points accrued on that occasion will be removed.

## **EXAMPLES OF SUPPORT**

A Pastoral Support Plan (PSP) is an example of a supportive strategy used to help students improve and avoid further exclusions. PSPs are not statutory or subject to legal guidelines but just one form of support that the school chooses to employ.

When an individual student has reached a level of concern that we deem appropriate, s/he will be placed on a Pastoral Support Programme (PSP) if one has not been set up already. This will involve addressing behaviour, engagement or other issues and setting targets for improvement. Support strategies, whether via Park's Learning Development department, via other areas of the school, or from agencies outside the school, will be detailed in this PSP and targets for success will be agreed with the student and parents. A PSP will last for a number of weeks appropriate to each individual and shall always have a midpoint review, the date of which will be established with parents at the outset. Should the student not complete their PSP satisfactorily, up to 15 inclusion points will usually be added to their tally and another PSP, with renegotiated targets, will usually be implemented. Park High School always pledges to use whatever resources it has to support students appropriately. However, a student who does not respond to what is offered via PSPs and, as a result, reaches 50 points will probably be best served by a carefully considered move to a school better suited to their needs. This is usually effected via parental choice or through Harrow's Managed Moves panel.

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 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 tariff is below. 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**

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.

If your child is serving a fixed term exclusion, he/she should be at home and/or within your control. This is your legal responsibility.

### **Re-integration**

A time will have been put on the attached communication 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 possible that your child will be 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 might appear 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; 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

## **TARIFF**

The awarding of inclusion points shall be flexible, but will be within the following parameters:

- Repeated failure to attend S13/formal detention – usually 1 point;
- Any internal exclusion - at least 2 points;
- If a day of internal exclusion is served instead of a day of external exclusion, at least 3 points;
- Any single day of external exclusion - at least 3 points.

It is vital to retain the flexibility to reduce the number of days of exclusion while retaining or even increasing the number of points awarded. A letter will be sent home whenever an inclusion point is given, detailing reasons.

When an individual student has reached a level of concern that we deem appropriate, s/he will be placed on a Pastoral Support Programme (PSP) if one has not been set up already. Should the student fail to complete their PSP satisfactorily, up to 15 points shall be added to their tally. 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 targets will be agreed with the student and parents.

When a student has reached 40 points a managed move or a placement at Harrow's Tuition Service, now called "The Helix", will be discussed.

A student who has accumulated over 40 points will face the likelihood that one more serious breach of the school's behaviour code may well bring about his/her automatic permanent exclusion or managed move. This does not, however, rule out the possibility that a student might be permanently excluded or managed moved for a single serious incident despite having few or even no previous recorded punishments. At 50 points, a managed move will be usual.

**Internal Exclusion – Student Sheet**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

While you may not feel happy about being in Internal, do you understand why you are here?

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Could it have been avoided?

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How will you make the most of your time today?

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How do you think you can avoid Internal Exclusion in future?

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What help would you like?

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