



# Exclusion Policy

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**Changes to this policy:**

This policy was reviewed in Autumn 2023. Changes include:

The main changes include:

- Clarity of definitions.
- Further information about what the Headteacher will consider before deciding to fixed-term suspend or permanently exclude.
- Clarity of what action the school will consider should an alternative provision placement or managed move fail due to the student's behaviour.
- Information on how parents are contacted following a suspension or exclusion.
- Further detail on how governors monitor suspensions and exclusions.
- New rules on remote access to governing board meetings and independent review panels
- Clarifying the role of students who are 18 or older.

## 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)
- Ensure all suspensions and permanent exclusions are carried out lawfully

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).
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC)).
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

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

## Definitions:

- Suspension – when a student is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- Permanent exclusion – when a student is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.
- Off-site direction – when a governing board of a maintained school requires a student to attend another education setting temporarily, to improve their behaviour.
- Managed move – when a student is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

## **Types of exclusion at Park High School**

### **Internal Exclusion (IEX)**

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 IEX. Carefully considered work/tasks will be provided, as will lunch.

#### **Fixed-term suspension**

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

A fixed-term 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 suspension are:

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

The appropriate uses for a fixed-term suspension are:

- Cumulative; as a response to behaviour that breaches school policy, 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 suspension even though an internal exclusion may not have preceded it.

A fixed-term suspension may be issued whilst an incident is investigated. As a result of further information gathered from the investigation, the Headteacher may decide to issue a further suspension or a permanent exclusion in addition to the original suspension.

### **Permanent Exclusion**

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

A permanent exclusion may be issued 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 suspension if these references add to an understanding of the decision made regarding the final decision. The school will also present any preventative measures, interventions or support offered to the student.

Each permanent exclusion requires a governors' panel to discuss it (convened within 15 school days of a permanent exclusion being issued), and each is dealt with on its own merits. Governors sitting on this panel must have received the appropriate legal training.

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.

### **Informing parents (or the student where they are 18 or older)**

If a student is at risk of suspension or exclusion the school will inform the parents/student as early as possible, in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or exclude a student, the parents/student will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

### **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 (off-site direction). 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 (off-site direction). 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 (off-site direction).
- 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.

If a placement at alternative provision or a managed move fails due to the student's behaviour, the school will consider a permanent exclusion as a next step.

### **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 suspension usually has a salutary effect upon a student who realises that they are moving towards a permanent exclusion. Often, there are no further suspensions needed. It is important to remember that the primary purpose of an internal or fixed-term 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 suspensions or exclusions, of any kind. While any 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 and Learning Policy, as well as our Behaviour Policy.

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

### **During the Suspension**

While fixed term 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 suspension be longer than 5 days at any one time.

It is our responsibility to provide appropriate work for excluded students up to 5 days; a fixed-term suspension is often an excellent opportunity to catch up on work. Where appropriate, students may be asked to complete a reflective task as part of their work-pack.

Any suspended student who appears uninvited at school or in the vicinity of the school for any reason faces a further suspension.

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.

### **Considering the reinstatement of a student**

The governing body will consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension which would bring the student's total number of days out of school to more than 15 in a term; or
- It would result in a student missing a public exam or National Curriculum test.

### **Remote access to meetings**

Parents, or students if they are 18 or older, can request that a governing board meeting, or independent review panel be held remotely. If the parents/student don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

### **Re-integration**

All students serving fixed-term 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.

### **Monitoring and Review**

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented.
- The school register and absence codes.
- Instances where students receive repeat suspensions.

- Interventions in place to support students at risk of suspension or permanent exclusion.
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary.
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working.
- The characteristics of suspended and permanently excluded students, and why this is taking place.
- Whether the placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it.
- The cost implications of directing students off-site.

### **Behaviour likely to lead to suspension**

A student might be excluded, internally or externally, for the following reasons:

- Persistent breaches, or a major single breach, of school policies.
- 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 considered in the first instance. Should there be a reoccurrence, it is possible that a fixed-term suspension might be imposed. However, depending upon the nature of the behaviour, it may be decided that a fixed-term suspension 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.