



Opportunity
Community
Courage

EXCLUSION POLICY 2020-21

<u>SIR WILLIAM STANIER SCHOOL</u>	
<u>PERSON RESPONSIBLE FOR POLICY:</u>	<u>ROB STEVENSON: ASSISTANT PRINCIPAL</u>
<u>POLICY APPROVED:</u>	<u>MARCH 2021</u>
<u>TO BE REVIEWED:</u>	<u>SEPTEMBER 2022</u>

Monitoring and evaluation

This policy will be reviewed at least annually by senior leadership and the full governing body.

Introduction

Exclusion is an extreme sanction and one we seek to use only as a last resort in response to a serious breach or persistent breaches of the behaviour policy. Exclusion is not seen as a simple punishment, rather a means of maintaining good order and discipline in the school, so that all students can benefit from the opportunities provided.

- Exclusion from school is only used when it is necessary to maintain good order in the school and in keeping with clear guidelines;
- All students are treated fairly with respect to exclusion;
- Parents/carers feel that their children have been treated fairly;
- When exclusion is necessary, the legal procedures are properly carried out and all concerned know what part they have to play;
- Appropriate records of exclusions are kept, and the Governors are kept aware of the pattern of exclusions and can monitor this pattern, through the Local Governing Board;
- Exclusion is understood by students and parents/carers to be a legitimate and necessary sanction which can be applied for serious or persistent breaches of expected behaviours.

Only the Principal of the school can exclude a student and this must be on disciplinary grounds. Exclusion is only administered by the Principal. The Vice Principal or Assistant Principal acting in the Principal's absence may exclude a student for a serious offence for an initial period of no more than five days and normally only for sufficient time to allow the Principal to consider the appropriate length of exclusion on returning to school. It should be made clear that such an exclusion can be extended or even made permanent.

Criteria Leading to Fixed Term Exclusions

- There has been a serious breach of the SWS Way (Culture and Expectations) policy. (This includes behaviour at school and outside of school as stated by national policy and guidance. The school takes the view that exclusion would be used for behaviour outside school only when there is a potential effect in school or to the school's reputation).
- Allowing the child to remain in school would be seriously detrimental to the education or welfare of the student or to that of others at the school.
- Exclusion is the appropriate consequence within the SWS Way (C&E) policy because of the seriousness of the incident or the student's failure to respond positively to the disciplinary sanctions used already.
- It is a last resort and the school has taken all reasonable steps to reinforce expectations and compliance.

Codes used

PP – Physical assault against a pupil (includes fighting; violent behaviour; wounding; obstruction & jostling)

PA – Physical Assault against an adult (includes violent behaviour; wounding; obstruction & jostling)

VP – Verbal abuse/threatening behaviour against a pupil (includes threatened violence; aggressive behaviour; swearing; homophobic abuse & harassment; verbal intimidation; carrying an offensive weapon)

VA – Verbal abuse/threatening behaviour against an adult (includes threatening violence; aggressive behaviour; swearing; homophobic abuse & harassment; verbal intimidation;

carrying an offensive weapon)

BU – Bullying (includes verbal; physical; homophobic; racist bullying)

RA – Racist Abuse (includes racist taunting & harassment; derogatory racist statements; swearing that can be attributed to racist characteristics; racist bullying; racist graffiti)

SM - Sexual misconduct (includes sexual abuse; sexual assault; sexual harassment; lewd behaviour; sexual bullying; sexual graffiti)

DA – Drug & alcohol related (includes possession of illegal drugs; inappropriate use of prescribed drugs; drug dealing; smoking; alcohol abuse; substance abuse)

DM – Damage (includes damage to school or personal property belonging to any member of the school community – vandalism; arson; graffiti)

TH – Theft (Includes stealing school property, personal property, from local shops on a school outing, selling and dealing in stolen property)

DB – Persistent disruptive behaviour (includes challenging behaviour; disobedience; persistent violation of school rules)

-Use or threat of use of an offensive weapon or prohibited item

-Abuse against sexual orientation and gender identity

-Abuse relating to disability

-Inappropriate use of social media or online technology

-Wilful and repeated transgression of protective measures in place to protect public health

Criteria: leading to permanent exclusions

- It is the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed, including the use of a Pastoral Support Plan. (see appendix 1)
- It is the appropriate response to serious offences, such as those involving violence, offensive weapons, and the supply of illegal drugs or where the welfare of staff and/or students is threatened. A single incident of this nature may trigger permanent exclusion.

Procedures for Exclusion

- Incident is recorded on SIMs. The incident will be investigated and statements taken. This needs to be done before the discussion with the Vice Principal. If a pupil refuses to provide a statement, this should be noted.
- The Principal's agreement will be granted.
- Contact will be made by either the Pastoral Support Officer, Raising Standard Lead, Assistant or Vice Principal.
- If a student is leaving site during the day they must be given a slip that states why they are leaving school. A work pack or remote package will be provided. In all cases a parent/carer should collect their child from school. Please make the agreement with the Vice Principal if parent/carer cannot collect.
- Attendance Team and Safeguarding must be emailed on the day of the exclusion with details of name, reason and length of exclusion.
- The member of staff who was involved with the incident will be emailed to explain the outcome and offer any further support.
- A reintegration meeting will take place following the FTE with either the student's Raising Standard Lead, Vice Principal or another member of SLT.
- A reintegration meeting form will be completed and filed. During this meeting, the incident will be discussed and actions agreed between students, family and member of staff.

- The students and parent/carer will be expected to attend the meeting, if parent does not attend they must be contacted and an alternative time arranged. In exceptional circumstances, and with the agreement of the Vice Principal, a discussion may take place by phone or a home visit conducted with parent/carer.
- Where appropriate a restorative meeting will be held between the student, relevant staff and Assistant Principal to reinforce expectations of future behaviour and present appropriate apologies for behaviour which resulted in exclusion.
- In the case of a student receiving more than one FTE or an increase in the number of days the student will be placed on an Individual Behaviour Plan (IBP report card) for a period of two weeks to ensure close monitoring of behaviour. The targets will be agreed at the meeting. At this time students will be assigned to their Form Tutor, Raising Standards Lead, Vice Principal or another member of SLT.
- Standard format for exclusion letters will be followed and letters to be typed by a member of the Administrative Team who will record the incident on the school system.
- Exclusions for more than five days will involve education at another institution from the sixth day (see appendix 2 for details of procedure).
- Any permanent exclusions will be decided by the Principal.

The parents/carers have a duty to ensure the excluded student is not present in a public place in school hours during the period of exclusion. Parents/carers have the right to make representations about the decision to exclude to the Governing Body. The Governing Body has no power to direct reinstatement, but it must consider any representations the parent/carer make and may place a copy of its findings on your child's school record.

Appendix to Exclusion Policy

Appendix 1

Pastoral Support Plan

A pastoral support plan is compiled for an individual student where there is a serious concern around challenging behaviour and/or where behaviour undermines the values and/or expectations of the school. The plan brings together the student's information, interventions and strategies utilised to date, agreed targets and scheduled review points.

The initial length of this plan is 6 weeks where upon the student can come off the monitoring following a positive change, have it extended for a further length of time or support the evidence base for any following action, for example a permanent exclusion.

At each review point, progress is recorded and this informs the next steps.

Appendix 2

ARRANGEMENTS FOR SIXTH DAY EXCLUSION

Legislation requires that for any student who is excluded

“the school must provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer” *and*

“the school should have in place simple, effective referral processes to ensure that as well as notifying parents, off-site providers have as much notice and information about the pupil as possible”

The schools within Cheshire East support each other in the delivery of this aspect of Exclusion.

We agree that:

- We will look to not exclude students for over five days except for the most serious offences. The judgement lies in the hands of the school and regular meetings of the designated people managing the process in each school will take place to review where this facility has been used. Examples of incidents where sixth day provision may be used are:
 - violence/assault on staff
 - repeated/extreme violence on students
 - illegal substance dealing
 - possession of a weapon
 - racism
 - sexual assault

However, these may possibly also lead to permanent exclusion. Therefore, professional judgement about the context and hence appropriateness of exclusion length should be respected.

- There will be one person in each school whose will oversee and facilitate this process.

Sir William Stanier School

- Assistant Principal (Pastoral)
Pastoral Administration staff

- When considering an exclusion over five days, initial contact will be made with the designated person in one or the other schools to explore capacity issues. It is accepted that schools will try to be accommodating, but will reserve the right to say that they are unable to accommodate an excluded student.

- When a school uses the facilities of one of the other schools for this purpose, it is reasonable to assume that this will be reciprocated by accepting a student from that school.
- Upon agreement and within 48 hours, the following will be received by the school accepting the student:
 - formal details of the incident for which exclusion has taken place
 - context, where appropriate
 - any details of SEN
 - details of prior attainment at previous key stage in English, Maths and Science and/or expected level of achievement currently
 - details of FSM entitlement, otherwise a student shall be expected to provide their own lunch
 - any other appropriate information that would help the host school to manage the student being received appropriately
- Work must be provided at least 24 hours before the arrival of the student. It is generally accepted that the most appropriate work could be set from virtual packages such as TEAMS or other providers.
- Upon arrival at the host school, the student should meet briefly with a representative member of staff and expectations of their conduct throughout and arrangements for the day shall be explained.

In the event that a student behaves inappropriately at the host school, their parents/carers will be contacted to collect that student and it will be necessary for the origin school to make alternative arrangements.

In extreme and rare circumstances, the host school may contact the origin school to help with the management of a student. This may be in the event where parents/carers cannot be contacted and the student is behaving in a way which is affecting the education, health or safety of other students at the host school.

