



## **EXCLUSIONS POLICY**

### **Introduction**

This policy deals with the policy and practice which informs t+centres' use of exclusion.

### **Purpose and aim of the policy**

This policy underpins the shared commitment of all members of the school community to achieve two important aims:

- To ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed;
- To realise the aim of reducing the need to use exclusion as a sanction by using lesser but appropriate sanctions which act as a deterrent to the student.

### **Scope**

Exclusion is an extreme sanction and is only administered by the Head of Centre or the Principal.

### **Policy statement**

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy;
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion may be used for any of the following reasons, all of which constitute examples of unacceptable conduct and are infringements of the school's Behaviour Policy:

- Physical assault against students (includes fighting, violent behaviour, wounding, obstruction and jostling);
- Physical assault against adults (includes violent behaviour, wounding, obstruction and jostling);
- Verbal abuse/threatening behaviour against pupil (includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon);
- Verbal abuse/threatening behaviour against adult (includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon);
- Bullying (includes verbal, physical, cyber, homophobic, racist bullying);
- Racist abuse (includes racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti);
- Sexual misconduct (includes sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti);
- Drug and alcohol related (includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, alcohol abuse, substance abuse);
- Damage (includes damage to school or personal property belonging to any member of the school community, vandalism, arson, graffiti);
- Theft (includes, stealing school property, stealing personal property (pupil or adult), stealing from local shops on an school , selling and dealing in stolen property);
- Persistent disruptive behaviour (includes challenging behaviour, disobedience, persistent violation of school rules).

This is not an exhaustive list and there may be other situations where the Head of Centre or the Principal makes the judgment that exclusion is an appropriate sanction.

### **Exclusion procedure**

- Most exclusions are of a fixed-term nature and are of short duration (usually between one and five days).
- The DfE regulations allow the Head of Centre /Principal to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.
- The school has established arrangements to review promptly all fixed-term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

- The school has established arrangements to review fixed-term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.
- Following exclusion parents/carers are contacted immediately where possible. A meeting will be called or a letter sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Head of Centre/Principal.
- The school will make a detailed risk assessment of the type of risks the student may engage in during times of exclusion. This is aimed to reduce risk in terms of the student following activities within the community which may raise their risk. We ask that parents/guardians work with us to assess risk where they are aware that it is present. Students may be at risk from persons, groups or gangs within the community who practise unlawful activities such as drawing young people into drugs activity, Child Sexual Exploitation, Radicalisation and Extremism, Child Trafficking and Slavery, or other known risk.
- Parents/guardians will be asked to attend a Return to School Meeting to discuss the behaviour which caused the FTE and strategies will be agreed to lessen the likelihood of the behaviour recurring.
- It is school policy to place the pupil on report usually for one week to monitor behaviour and work. If the fixed-term exclusion is greater than five days or an accumulation of exclusions exceed five days, the student's safety plan will be amended. This needs to be agreed with the school, student and parents.

### **Internal exclusions**

An alternative to fixed-term exclusion may take the form of an internal exclusion, based in the school or an attached building with the pupil being isolated to work alone or being asked to attend at a different time. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such an exclusion will result in the pupil being required to remain at home.

- During the course of a fixed-term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on school premises and that daytime supervision is their responsibility. Students will be issued work so they do not fall behind in their studies.

### **Roles and responsibilities**

Exclusion is an extreme sanction and is only administered by the Head of Centre /Principal.

### **Performance and risk management**

Potential risks will be regularly monitored and evaluated to ensure this policy is kept up-to-date. Numbers of exclusions will be investigated so that they are kept to a minimum.

## **Communicating the policy**

Any changes to this policy will be communicated throughout the organisation using appropriate communication channels.

## **Evaluation and review**

This policy will be reviewed when DfE guidance is updated, or annually if the DfE does not change the guidance.

### **History and implementation of this Exclusions Policy:**

Accepted by SLT in this format:	December 2016
Approved by t+centres Governors:	November 2020
Last revised:	November 2019
To be reviewed:	November 2021

SLT, all staff and governors have read, discussed and contributed to this policy.

The Head of Centre will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.