



Exclusions Policy 2020-2021

Purpose

This document is to provide a brief guidance on the legal requirement in relation to fixed and permanent exclusions, as set by the DfE's Statutory Guidance, September 2012 - Exclusion from maintained Schools, Academies and Pupil Referral Units in England.

Procedures

Internal Exclusion

The school may internally exclude a student for short periods. This is:

- i) a sanction in its own right when other sanctions have been exhausted
- ii) provides a cooling-off period
- iii) gives an immediate signal to other students
- iv) allows time for investigation.

Internally excluded students should be isolated, supervised and required to work throughout the day. The decision may be made to give pupils on internal exclusion breaks at different times and/or in different places to other pupils. The normal place for pupils to work would be either the withdrawal room or in the Deputy Headteacher's or Headteacher's office. Parents should normally be informed via telephone.

Alternative to Exclusion - Intensive Day

As an alternative to both internal and fixed term exclusion pupils may be invited to complete their school day under 1:1 supervision at a different time to the main school community. Typically, they would study at home in the morning followed by a 3-hour intensive session in school, without breaks, usually beginning at 1 or 1:30pm.

Fixed-Term Exclusion

Fixed-term exclusions should be kept to a minimum length and used sparingly after all strategies, including 'Education Other Than at School' (EOTAS), have been considered. They shall be used for significantly unacceptable behaviour either as a one-off or cumulative poor behaviour, perhaps climaxing in an unacceptable incident.

Such behaviour might be:

- obscene and abusive language
- racist incidents
- physical assault
- persistent defiance of a major school rule
- persistent and deliberate disruption of classes
- theft and vandalism
- drugs
- bullying
- threatening behaviour towards staff or pupils
- smoking in school or on the premises
- drawing the school into disrepute through behaviour on the way to or from school or off-site

Exclusions should not be used for:

- minor incidents such as failure to do homework
- poor academic performance
- non-attendance or lateness
- breaches of the school's uniform policy, including hairstyle or the wearing of jewelry, unless it becomes clear that a student's refusal to wear the appropriate uniform is an act of defiance, and where all other avenues for resolving the uniform dispute have been exhausted
- punishing students for the behaviour of the parents, for example, by extending a fixed period exclusion until the parents agree to attend a meeting.

The Headteacher or Acting Headteacher is the only person with the legal power to exclude a student. In the Headteacher's absence the Deputy Headteacher has the authority to administer a fixed-term exclusion, as appropriate.

Fixed-term exclusions should be for no longer than 45 days in a school year.

Parents must be informed by telephone and follow-up letter immediately. The Exclusions File is kept in the main office and contains the standard format for the letter.

Setting Work

All students must be set work. In the first instance an initial set of work will be available for parents or carers to collect from the school. The exclusion letter should outline that further work can be collected from the school office. Students excluded for more than 15 days should be offered support at school after the normal school day. Students should have completed all set work by their return and should return any books and worksheets.

Re-admittance after Exclusion

After a fixed-term exclusion, parents will usually be invited to accompany students to see the Headteacher or Deputy Headteacher, either at the time of re-admittance or as soon as possible, to discuss the situation. A letter should go home on day of re-admittance outlining the expectations for the future. All students should be monitored for an identified period of time against the expectations outlined in the letter. Interventionist strategies such as increased support, adapted timetable, reward charts, etc. should be used to avoid further exclusions.

Evidence for Exclusions

At all stages of a student's progress towards possible exclusion, records should be kept of all conversations, telephone calls and investigations. This should include statements from the student facing exclusion and from witnesses to any incidents. The Incident Report Forms should be used. These should be placed in the student's file. The Behaviour for Learning Policy must be followed and evidence to support this must be available.

Permanent Exclusion

This should only be considered when:

- behaviour management strategies have been used, fixed-term exclusions when appropriate, and the student is clearly still persistently and deliberately refusing to accept school rules and teacher authority
and/or
- a student seriously and deliberately injures a fellow student or a member of staff or

endangers life or seriously harms school or staff property, e.g. theft, arson, major vandalism.

The Headteacher is the only person with the legal power to permanently exclude a student. In the absence of the Headteacher a fixed-term exclusion should be used. It is possible to use a fixed-term exclusion for a student prior to a possible permanent exclusion if the Headteacher is not available to make the decision.

If a student is permanently excluded, the Local Authority should be consulted to ensure all appropriate measures in relation to parents, Governors and the LA are followed properly.

Notification Documents

The standard letters reflecting the DfE's and LA guidance will be used to notify parents, the LA and the Clerk to the Governors' Student Discipline Committee of every exclusion, and parents must have referred to Hampshire

Other relevant documents

Behaviour for Learning Policy

Equal Opportunities Policy

Complaints Policy

Special Educational Needs Policy

Approved by:	Governing Body	Date: October 2020
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