



Exclusion Policy

Calder High School has the highest concern for the safety and wellbeing of the whole school community, and we work hard to ensure that our ethos and environment supports student learning and success. Exclusion is a sanction used only as a last resort, and we aim to reduce the need for the use of it as far as is possible. This policy outlines the school's use of exclusions and is supported by our **school behaviour policy** available on the school's website.

Power to exclude

The headteacher is the only member of staff within the school who can exclude a student, either permanently or for a fixed-term. The headteacher can devolve the responsibility to the deputy head or acting headteacher to make this decision.

The governing body can review the headteacher's decision and consider appeals from parents of excluded students. They may direct the reinstatement of an excluded student, or uphold an exclusion after a review, but they cannot exclude a student themselves. For more information on the governing body's role in exclusions, see section 5.

Reasons for exclusion

There are two main reasons for exclusion: a serious breach of the school's behaviour policy, or a situation where it is feared that the safety and wellbeing, or education, of other students is at risk.

In line with the school's behaviour policy, the following actions constitute unacceptable behaviour and may result in permanent or fixed-term exclusions:

- verbal abuse to staff and others
- verbal abuse to students
- physical abuse to/attack on staff
- physical abuse to/attack on students
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances
- theft
- bringing dangerous objects into school with intent to cause damage eg fireworks
- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported, and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

NB: additional behaviours deemed to be unacceptable may also be included in this list.

Types of exclusion

Permanent exclusion

Permanent exclusion is an extremely serious sanction, and a step taken by the school only as an absolute last resort. In most cases, permanent exclusion will be used only after various alternative strategies have been tried to improve behaviour but have been unsuccessful. There are, however, some situations in which permanent exclusion on the first offence is the only option. These include:

- serious, actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson.

It may be necessary for the school to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The headteacher can withdraw an exclusion that has not yet been reviewed by the governing body.

Fixed-term exclusion

The length of a fixed-term exclusion will be set out by the school at the start of the exclusion period. If a student is excluded for more than 45 days in one school year, they will be permanently excluded.

A fixed-term exclusion may result from a serious breach of the school's behaviour policy. It may be a first offence or persistent disruptive behaviour that requires a tougher sanction than detention, but does not warrant permanent exclusion.

A fixed-term exclusion can be changed into a permanent exclusion by the headteacher if the circumstances warrant it. In this case, parents or carers will be notified in writing with an explanation of why the change has occurred. During fixed-term exclusions and permanent exclusions, daytime supervision of the child is the responsibility of their parent or guardian.

An excluded student has no automatic right to take a public examination or National Curriculum tests on the school's premises. The governing body can decide whether or not to allow the student to sit the tests, and this will depend on the seriousness of the reason for exclusion.

Lunchtime exclusion

This is a type of fixed-term exclusion and will not be used as a long-term solution to a behaviour problem. A lunchtime exclusion counts as half a day when calculating total number of days of exclusion.

The school may decide to exclude a student from the school premises during the break at lunchtime if their behaviour during this time is very disruptive or dangerous to other students. Arrangements will be made for parents or carers to collect the excluded student and supervise them if their age or vulnerability warrants it. The school will not invoke a

lunchtime exclusion for any period longer than a week. If the problem persists, alternative strategies will be looked at to deal with managing the student's behaviour.

Students who are entitled to free school meals will still be given this provision over their period of lunchtime exclusion.

Making the decision to exclude

Exclusion of any sort, for any period of time, is taken very seriously by the school, and the decision to exclude is not taken lightly. Various alternative strategies to manage behaviour will be tried before exclusion, as this sanction is only used as a last resort unless there is an immediate threat to safety within the school.

If it is decided that exclusion is necessary, the parents or carers of the student will be notified immediately, and the circumstances surrounding the exclusion will be formally recorded. (see below). Student **MUST NOT** be allowed to go home. They must be collected by a parent or isolated until the end of the day. Arrangements must be made to discuss the incident with the parent as part of the reintegration back into school.

Alternative behaviour management strategies

Alternate to Exclusion exclusion (A2E)

If a student needs to be removed from a lesson that is in progress, or a social situation, for disruptive behaviour or to calm down, it may be necessary to place that student elsewhere in the school. This may occur over break times and will be used in circumstances where it is not necessary to remove the student from the school site, but separation is needed. They will be placed in another class or somewhere where appropriate support and supervision can be provided.

Mediation

If there is a conflict between two or more students, a member of staff will sit down with those involved and attempt to mediate the situation through discussion. This strategy may also be used if there is a conflict between a teacher and a student.

Restorative justice

This strategy is dependent on the cooperation of all parties involved in an incident or situation, and will usually be used where one person has done something to upset or harm another. It can be helpful for the offender to redress the harm that they have done and hopefully learn from their mistakes. It can also provide closure for those who have been harmed.

Managed move

It may be in the best interest of a student to have a chance of a fresh start by moving to another school. This will only occur in consent with parents, the LA, the headteacher, and the school's governing body. The new school will be asked by the headteacher to accept the student.

Parents will not be put under any pressure to agree to a managed move, especially in fear of a permanent exclusion, and the school will do everything it can to ensure that the transition is as smooth as possible.

Students who are monitored by MAST(Child Care Services)

If a student is being monitored by Child Care Services it is important to ensure that the safety of the child is paramount. If it is unsafe for a child to be placed into the care of the parents, alternative support should be sought. Liaison with the Social Worker is imperative in this decision.

Looked-after children and young people

Calder High School understands that looked-after children and young people may be more susceptible to having behavioural problems due to additional problems they may face at home. We work in conjunction with all relevant childcare authorities to support looked-after children and try every possible means of keeping them in school. Before any decision to exclude is made, the school will:

- consult the LA about alternative options to support a looked-after student
- consult the LA about what alternative provision will be available if the student is excluded
- involve the child's social worker as early as possible to help the school avoid exclusion
- work with the foster carer to improve the student's behaviour.

Students with special educational needs or a disability (SEND)

Students with SEN

Our school's full SEN provision is outlined in our **special educational needs policy**. We work hard to accommodate students who have behavioural difficulties or difficulties with elements of social interaction as part of their SEN. The school will try every practical alternative to exclusion, but there may be some cases where it cannot be avoided.

If a permanent exclusion is made, the headteacher will use the time between the initial decision and the governing body's review to see whether a change of circumstances might enable the school to withdraw the exclusion. It may be the case that more support is needed for the student, or that it is in the child's best interest that their statement be changed to name a different school, in which case the school will work with the LA and the child's parents or carers to make the transition as smooth as possible.

Students with a disability

If a student with a disability is under consideration for exclusion, the headteacher will ensure that all other possible outcomes have been tried. To justify excluding a student with a disability for a reason related to their disability, there must be material and substantial reason. The erosion of order and discipline in the school may be material and substantial justification, but only if reasonable adjustments have been made for the student's disability. You can find more information on reasonable adjustments in our **school accessibility plan**.

Ethnicity

Calder High School does not discriminate against any person and our school ethos is one of inclusion, equality, and diversity. If any person feels that they have been discriminated against due to their ethnicity they may make a formal complaint to the school following the process outlined in our **school complaints procedure**.

Investigating the circumstances

Disruptive behaviour or actions that may warrant discipline will always be investigated before the decision to exclude is made, unless there is a threat to the safety of students or others at the school.

Before the decision to exclude is made, the headteacher will:

- ensure that the school has made a thorough investigation
- consider all the evidence available when looking to support the allegations
- encourage the student to give his or her version of events
- take into account the school's behaviour policy and equal opportunities policy, and relevant equalities legislation
- find out whether the behaviour may have been provoked, for example in the case of racial or sexual harassment, or bullying
- consult other people as necessary (but not anyone on the governing body or management committee who may later have a role in reviewing the decision)
- keep a written record of discussions, interviews and actions, and retain copies of written records made by other members of staff, ensuring that witness statements are dated and signed if possible.

Confidentiality

The school will deal with all cases of exclusion and the surrounding circumstances confidentially. Information will be shared only with those who need to know it, and a breach of this may result in disciplinary action.

Recording and notifying the decision to exclude

All exclusions will be formally recorded and the headteacher will contact the parents or carers of the student immediately once the decision has been made to exclude, specifying why this action has been taken and the length of time that it will last. If the student is over 18, they will be notified directly. The decision will be confirmed in writing. The headteacher will produce reports to the governing body and LA of the number of instances of exclusion.

Parents must collect students who are being excluded from school, they must not under any circumstances be allowed to leave the premises unaccompanied. Students must be accommodated until a parent can attend school to collect. If a child leaves the site, parents and the police must be contacted. If a child is not collected from school advice must be sought from Child Care Services.

Reviewing an exclusion

The governing body will review fixed-term exclusions of any length on request by parents who feel that the sanction is unjustified. They will automatically review all cases of permanent exclusion, as well as any fixed-term exclusions that would lead to a student being excluded for more than 15 days of a school term or missing a public exam. The review panel will look at the evidence and the records leading up to the exclusion and decide

whether the headteacher has made a fair decision and if exclusion is the appropriate sanction.

The members of the governing body who are on the review panel will have the appropriate training to fulfil the role, and notes will be taken of any review proceedings.

Parents who want to appeal an exclusion can contact the governing body. Parents will be invited to a review meeting and are entitled to bring a friend or legal representative with them. Parents will be asked to provide the governing body with any written statements or evidence that they might have relating to the exclusion prior to the review meeting so that these can be circulated amongst the review panel. There will be an opportunity during the review meeting for parents to ask questions of the other parties.

The student concerned is encouraged to attend if they are able to fully understand the proceedings. Calder High School believes that students should be encouraged to take part in the review process and feel that they are listened to. This will hopefully increase the chance of a positive behaviour pattern emerging in the future. Parents can contact the Governors through Parent Enquiry (Details on the school's website)

Notification of the review decision

Parents will be notified of the outcome of the review meeting in writing. This letter will also outline how parents can request a review by the independent panel at the LA's expense if they are unhappy with the outcome of the governing body's review. The outcome will be one of the following:

- **Unlawful exclusion**
If the review panel has found that the exclusion has been made unlawfully, it will not stand. The governing body will not investigate further. Parents who have a complaint about an unlawful exclusion should follow the procedures set out in the **school's complaints policy** to report it.
- **Upholding the exclusion**
If the review panel finds that the exclusion is fair and just, they will uphold the decision to exclude. In this case, a letter will be sent to the parent or carer of the child outlining:
 - the decision
 - the reason for the decision
 - the parent's right to appeal to an independent appeal panel
 - the name and contact details of the person to whom to send a notice of appeal
 - the date by which a notice of appeal should be given
 - that the notice of appeal must set out the grounds for appeal
 - that the notice of appeal should set out any grounds for alleging disability discrimination if this is the case.
- **Reinstating the student**
If the review panel decides that it is appropriate to reinstate the student immediately or by a given date, support will be given to ensure that the student is

easily reintegrated into the school. *This will include a reintegration interview with the headteacher and parent or carer on school grounds, during which a pastoral support plan will be drawn up.*

A copy of the letter detailing the outcome will be put in the student's academic records along with any relevant papers. The governing body may also decide to arrange for an educational provision offsite to improve the child's behaviour, such as an anger management course.

During an exclusion

Although the school has made the decision to exclude a student, we maintain responsibility for the education of that child and will do everything that we can to minimise the disruption to their education.

For the first five days of any type of exclusion, the school will set and mark work that the child should complete at home under parental supervision.

Students are not allowed in or near the school during a period of exclusion. If a student is found to be outside the parental home or arranged placement, parents could be fined by the Local Authority.

From the sixth day onwards, if the exclusion is fixed-term, the school will arrange for alternative full-time educational provision. If the exclusion is permanent, the LA will arrange for this provision having assessed the child's needs. Alternative provision might be arranged at:

- another school in the area
- a shared joint facility
- a student referral unit
- a private provider
- a local FE college.

If the child has a statement of special educational needs, the alternative provision will meet those needs.

Signed by

_____ **Chair of governors** **Date: May 2016**

_____ **Headteacher** **Date: May 2016**

This policy will be reviewed annually

Exclusion Overview Form					
Name:		Form:		YAL:	
Reason for Exclusion:					
Communication Check list					
Recorded on SIMS by: (Staff initials)		<u>Child in Care (CIC)</u> Before a decision is made, contact N Baxter and check the following <ul style="list-style-type: none"> • Social Worker contacted • Carer Contacted • Email Looked After Team 		<u>Racist</u> Complete Racist incident form and hand in to S.Bell. Ensure it is recorded as racism on SIMS and input perpetrator and victim	
<u>Homophobic</u> Bullying/Comments: Complete a Homophobic incident form and pass to S.Bell. Ensure it is recorded on SIMS and input perpetrator and victim		<u>SEN</u> Has the student's statement been accounted for? Inform SENCO		<u>Triggers</u> Has this student been excluded before?	
Investigation Checklist					
<ul style="list-style-type: none"> • Statements from <u>Victim/Perpetrator</u> • Statements attached from witnesses. Include Names and dates of the incident. • CCTV evidence • Additional material eg paper from books, drawing, photos of Graffiti /Damage etc 		Students must NOT be sent home. Parents MUST collect or the student isolated. Parents Contacted: Y / N		(Where appropriate) Victim's parents contacted Yes No	
				Exclusion Dates sent to Attendance Manager? Yes / No	
Dates of Exclusion (Inclusive)		Number of Days:		From: To:	
Re-admittance Meeting Date: Time:		Meeting With:		Restorative Process Arranged (K Sutcliffe)	
Student to start on Report to FT / YAL/ SLT/ DHT		To		From	

Signed by: _____

Date: _____