

WOODBIDGE HIGH SCHOOL



Exclusion Policy

This policy operates in conjunction with the **Behaviour Policy**, **Anti-Bullying Policy** and **Code of Conduct**. The Code of Conduct is explained to all our pupils at the beginning of each year. It is displayed in all classrooms, printed in all journals and regularly referred to during form periods and assemblies. Parents/carers have a copy issued at the start of each school year. This exclusion policy is reviewed annually in light of both government guidance and guidance from LBR to ensure its continued pertinence.

When do we exclude?

Exclusion (fixed-term and permanent) is a sanction we use when others have not worked and when a serious offence has taken place. These include:

- Assault, including sexual assault
- Being in possession of a prohibited item, including but not limited to illegal drugs, alcohol, any weapon or any malicious substance such as acid
- Behaving in a confrontational manner towards staff including the use of offensive language.
- Being violent and aggressive to other people, staff or pupils
- Behaving in a dangerous way which puts the health and safety of others at risk
- Deliberately damaging the building or equipment
- Stealing or attempting to steal
- Smoking in or near the school
- Bullying
- Defiance and disobedience
- Racial abuse and racist behaviour
- Disruptive behaviour
- Inappropriate sexual behaviour
- Homophobic behaviour
- Inappropriate behaviour towards another person because of their religious beliefs
- Any other form of discriminatory behaviour

This is an indicative, but not exhaustive list. There will be other special circumstances and events when exclusion will be used.

Where it is deemed appropriate the school will contact the police.

In every case pupils and Parents/Guardians will be told in writing why the exclusion has occurred and the timescales involved.

Who excludes?

The Headteacher decides whether to exclude. However, there may be occasions when the Headteacher is absent from school and then the most senior Deputy makes the decision.

Before Exclusion is used

Apart from the offences that lead to immediate exclusion we will use a range of sanctions and support strategies.

These include, *detentions* set by subject teachers and those set by departments, Year Co-ordinators and the school's Senior Leaders; being on *report* to the Year-Co-ordinator; *internal exclusion* where pupils are withdrawn from lessons and work in the school's Focus Room which is supervised by senior staff.

The school recognises that some pupils with behavioural difficulties have special needs and may need support. Pupils with special needs are referred to our SENCO or Pupil Support co-ordinator in accordance with the Special Needs Code of Practice. These pupils will have been on report to their Form Tutor or Year Co-ordinator and have an Individual Education Plan (IEP) or Pupil Support Plan (PSP). Parents/Guardians will be closely involved at an early stage.

Pupils on report are seen by their report mentor whose role is to check the report and provide support and guidance where appropriate. Parents are asked to read the report every day, discuss it with their child and sign it. They are asked to contact the school if they have any concerns. Many of the situations that our pupils encounter lead to problems that can be avoided by an improved approach on their part. *Being on report is seen as a constructive part of a pupil's individual education plan as well as a means of monitoring behaviour.* The school will use the professional services provided by the LEA as part of its strategies for improving individual behaviour.

Returning to lessons from Internal Exclusion in the Focus Room

Parents will be required to attend an interview with the Headteacher to discuss the incident which led to the sanction, and for the child to be given guidance and counsel to avoid further misbehaviour incidents, before readmission to lessons.

Returning from fixed-term exclusion

Pupils will need further support and guidance so they can avoid the problem that caused their exclusion and they will be on report when they return. Pupils who are excluded for a significant length of time will be supported through a re-tracking programme. Most pupils benefit from being on report as this acts as a settling influence and are seen daily by their report mentor. The set homework will be checked. The support systems referred to previously will continue. Pupils will need to catch up on missed written work and may need a phased re-integration if returning from a long exclusion. Parents will be required to attend a re-admission interview in the school to discuss the exclusion and future plans. Parents will be invited to keep in contact with the school after the pupil's re-admission.

How long is the exclusion?

Most exclusions are for up to 5 days. However, there is no hard and fast rule for the length of an exclusion as the period will depend upon the previous history of the pupil and the gravity of the offence. The law allows the Headteacher to either permanently exclude or exclude for up to 45 days in a school year. *If an exclusion is longer than 5 days but not more than 15 days, the Governors Discipline Committee will meet in order to consider the exclusion, but only if the parents request such a meeting. If an exclusion is longer than 15 days or permanent, or brings the pupil's total number of days of exclusion in the term to more than 15, the Governors Discipline Committee must meet in order to consider the exclusion. Parents have the right to make representations to this committee either in writing or in person. For exclusions of up to 5 days the Discipline Committee will only consider written representations.*

Information

If a pupil is excluded parents/carers will be informed on the day prior to the exclusion by phone or in person.

A letter, exclusion form and any other appropriate information will follow within 24 hours. The initial length of the exclusion is determined by the Headteacher on the day prior to the exclusion.

If the reason for exclusion requires further investigation then the initial exclusion may be extended pending the outcome of the investigation. Fixed term exclusion can be extended or changed to permanent exclusion.

For exclusions of more than 1 day, work will be provided for the student to complete. This should be returned to the school, for marking, on the pupil's return. For exclusions of 6 days or more, suitable full-time education will be provided from the sixth day. For looked after pupils, suitable full-time education will be provided from day one.

The Governing Body has established clear procedures for dealing with permanent exclusions and keeps under review the use of the exclusion of pupils from school.

No pupil will be excluded for more than 45 school days in one academic year.

Directing a pupil off-site for education to improve behaviour

The Governing body has delegated to the Headteacher the power to direct a pupil off-site for education to improve his or her behaviour. In doing so the school will ensure that parents (and the local authority where the pupil has a statement of special educational needs or an education, health and care plan) are given clear information about the placement: why, when, where, and how it will be reviewed; keep the placement under review and involve parents in the review.

Permanent Exclusion

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success, but in some circumstances it can be in response to a single serious incident or event. Permanent exclusion is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There are now only two reasons that a school can permanently exclude:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; **and**
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

A 'serious breach' could include:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

The school will consider whether or not to inform the police where such a criminal offence has taken place. The school will also consider whether or not to inform other agencies, e.g. Youth Offending Teams, social workers, etc.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a head teacher has permanently excluded a pupil for the reasons above, the Secretary of State would not normally expect the Governing Body or an Independent Review Panel to reinstate the pupil.

A meeting of a Governors' Discipline Committee, to which an LEA representative is invited, is arranged within 15 school days and the exclusion is considered. Parents/Guardians have the right to be present at this meeting, to bring representation with them, and to contribute their views about the Headteacher's decision. The Panel will either uphold the Headteacher's decision or direct the Headteacher to readmit the pupil. Parents/Guardians will be notified of the decision. Parents/Guardians have the right to appeal against this decision to an Independent Review Panel. No pupil who is excluded will be prevented from taking a public examination and special invigilation arrangements will be made if necessary.

Notwithstanding the fact that a student may have met one of more criteria for permanent exclusion, the school will consider means of avoiding this if appropriate. Presently this includes managed moves to another school, respite placements in another school, and the requirement sought by the Headteacher for the student to be educated elsewhere. These practices are covered by the Redbridge Inclusion Panel. This body meets once per month and there are representatives from all the secondary providers as well as other agencies present.

Recommended by the PDC on 6th November 2017 and the Curriculum & Standards Committee on 8th November 2017 and approved by the Full Governing Body on 5th December 2017.

Reviewer: Faheem Khan (Assistant Headteacher)

Date of Next Review: Autumn 2018