

## **PERCY HEDLEY EDUCATION SERVICES**

### **Exclusion Policy**

#### **1. Introduction**

- 1.1 The Percy Hedley Foundation is an inclusive education service, committed to equal opportunities for all.
- 1.2 However we recognise that in order to ensure a positive ethos based on a sense of community and shared vision, it may, on occasion, be necessary to exclude an individual or individuals. This could either be for a fixed period not exceeding 45 days in any one academic year, or, in some cases, permanently.
- 1.3 A student will only be excluded if the Associate Director (or whoever is deputising for them), has taken into account all the circumstances, the evidence available and the need to balance the interests of the students against those of the whole school/college community.
- 1.4 Exclusions, fixed term or permanent will be used as a response to serious or persistent breaches of the school/college's behaviour policy.

#### **2. Purpose**

- 2.1 To ensure all stake-holders have a clear understanding of the purpose and process of exclusion at the Percy Hedley Foundation.
- 2.2 To maintain an environment where our students can develop academically, morally, socially and feel safe.
- 2.3 To maintain high standards of behaviour.
- 2.4 To meet the statutory requirements and in particular conform with the 'Statutory Guidance on Exclusion'.

#### **3. Scope**

- 3.1 The exclusion of a student is an extreme sanction and is only administered by the Head of School /College or in their absence, whoever is deputising for them.
- 3.2 Exclusion, whether fixed term or permanent may be used when a student has displayed unacceptable conduct which infringes the school/college's behaviour policy.

- 3.3 A student will be excluded immediately if there is an immediate threat to the safety of others in the school/college.
- 3.4 A thorough investigation will precede the exclusion. However it may be appropriate to isolate a student whilst the investigation is carried out, to ensure the safety of that student or others within school/college.
- 3.5 All the evidence will be carefully assessed and collated.
- 3.6 The student will be encouraged to give their account of the events.
- 3.7 Investigating staff will investigate if the incident was provoked.
- 3.8 Staff will obtain written student/staff statements.
- 3.9 The Head of School/College will consider the decision to exclude, based on the balance of probabilities, i.e. if it is more probable than not that the student did what was alleged - the Head of School/College may exclude.

#### **4. When the Exclusion is inappropriate**

- . Minor breaches of the behaviour policy;
- . Poor academic performance;
- . Truancy, lateness, poor attendance;
- . Pregnancy;
- . Non-compliance with uniform regulations;
- . In response to unacceptable behaviour/attitude/conduct of students' parents.

#### **5. Alternative to Exclusions**

- 5.1 Restorative justice - this will be used if there has been an allegation of bullying or a breakdown in relationships between 'student & student' or 'student & teacher'.
- 5.2 Parents/carers and school/college work in partnership to agree a behavior plan and targeted support is available.

#### **6. Fixed Term Exclusion**

- 6.1 There may be occasions when it is necessary for students to be excluded to home for the first five days of their exclusion as stated in the 'Statutory Guidance on Exclusion'. These may include :-
  - A serious breach of the behaviour policy which places themselves or others at risk of harm;
  - If behaviour within a plan is unacceptable and has not been successful. In this instance, a work pack will be provided and must be returned to school for marking at the end of the exclusion period.

- 6.2 It will be made clear to parents/carers of students excluded to home, that their son/daughter is not to be present in a public place during normal school hours. This does not apply if the student is with the parent/carer.
- 6.3 When parents/carers receive formal notification of the exclusion period they are made aware of the requirement for a post-exclusion meeting with the designated member of staff named on the exclusion letter, usually the Associated Director. It is the responsibility of the parent/carer to arrange this meeting.

## 7. **When Permanent or Fixed Term Exclusion is Appropriate as a Sanction**

Exclusions will be used for any of the following which constitute examples of unacceptable conduct:-

- . Actions which put the student or others in danger;
- . Verbal abuse of staff and others;
- . Relentless verbal abuse of students;
- . Physical abuse/attack on staff;
- . Physical abuse/attack on students;
- . Indecent behaviour;
- . Misuse of illegal drugs/alcohol;
- . Selling drugs including cigarettes;
- . Theft;
- . Serious actual or threatened violence against another student or member of staff;
- . Sexual abuse or assault;
- . Carrying an offensive weapon;
- . Arson;
- . Unacceptable behaviour which has previously been reported and for which sanctions and other interventions have not been successful;
- . Inciting a hate campaign against an individual or group of students due to their race, sexuality, disability or other equality issue;
- . If a student is outside of school, not on school business and there is a clear link between the behaviour and maintaining good behaviour and discipline within the school/college, exclusion will be considered.

## 8. **Conclusion**

This policy should be read in conjunction with the school/college's policies on Behaviour, Anti-Bullying and also the DfE's Guidance on Student Exclusions.

**There may be other situations where the Head of School/College may make a judgement that exclusion is an appropriate sanction.**

## Table of Response

## APPENDIX 1

Breach of Behaviour Policy	Sanctions	Staff Action
<ul style="list-style-type: none"> <li>- Repeated incident</li> <li>- Minor incident in breach of discipline policy eg uniform issues, non-compliance with detentions, failure to respond positively to HoD Report. HoS to make a professional judgement.</li> <li>- Whilst a thorough investigation of an alleged incident takes place.</li> </ul>	<p>Short term supporting behaviour plan</p> <p>Isolation (with adult support)</p> <p>(without adult support)</p>	<p>Chair of Governors</p> <p>Reported to SMT</p> <p>Meeting called with staff, parents</p>
<ul style="list-style-type: none"> <li>- Further incidents</li> <li>- More serious incidents in breach of discipline policy eg verbal/physical aggression towards students, refusal to comply with staff requests</li> </ul>	<p>Short term exclusion – in line with school/college’s policy</p>	<p>Discussion between LA, parents/carers, staff</p> <p>Social care involved</p> <p>Chair of Governors</p>
<ul style="list-style-type: none"> <li>- One off serious breach of discipline policy</li> <li>- Subsequent incidents in breach of discipline policy</li> </ul>	<p>Longer fixed term exclusion in line with school/college’s exclusion policy</p>	<p>Head of School/College/ Chair of Governors</p> <p>Parent/carer informed.</p> <p>Documentation forwarded to LA social care</p>
<ul style="list-style-type: none"> <li>- Frequent FT exclusions</li> </ul>	<p>Initiation of PSP via Governors’ Behaviour Panel endeavouring to prevent PX</p>	<p>Decision taken after consultation between Head of School/College, and Head of Standards, Chair of Governors, LA</p> <p>Parent/carer attend initial planning meeting</p>
<ul style="list-style-type: none"> <li>- Frequent FT exclusions – failure of PSP to bring about improvement</li> </ul>	<p>Referral to LA</p> <p>Possible management move</p>	<p>Head of School/College, LA, Chair of Governors</p> <p>Parent/carer informed and invited to participate in discussion</p>
<ul style="list-style-type: none"> <li>- Major breach of behaviour policy</li> </ul>	<p>Permanent exclusion</p>	<p>Head of School/College, Chair of Governors, Exclusions Officer – LA</p>