

THE
COMPASS
PARTNERSHIP OF SCHOOLS

Exclusion Policy
Autumn 2018



The Compass Partnership of Schools is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

As a trust we aim to include, not exclude, and we view all behaviour as a means of communication and thus approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for exclusion:

- Serious risk of harm to the education or welfare of the pupil or others in the school

Any exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

Types of Exclusion

Internal Exclusion

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time in a space other than their classroom. The purpose of the internal exclusion is to ensure the child understands the seriousness of their behaviour and allow time for them to reflect. An internal exclusion also allows time and space between the excluded child and those who may have been directly affected by the behaviours exhibited prior to providing the opportunity for repair work to be undertaken.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but it is felt that an external exclusion is not in the best interests of the child. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary.

Fixed Term Exclusion

A fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the behaviours exhibited. A fixed term exclusion can last up to 10 consecutive days in any one period. A child can receive a maximum of 45 school days Exclusion within in a single academic year. In exceptional cases, usually where further evidence has come to light, a fixed term exclusion may be extended or converted to a permanent exclusion.

Pupils whose lunchtime behaviour is disruptive may be excluded from the school premises for the duration of the lunchtime period. An exclusion that takes place over a lunchtime would be counted as half a school day

Permanent Exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with the CEO and Chair of the Governing Body as soon as possible in such a case. A permanent exclusion involves the child being removed from the school roll. Parents have the right to appeal this decision, the head

teacher must not remove a pupil's name from the school roll until the appeal process has been heard.

Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted.

Exclusion may be a result of:

- Serious actual or threatened violence against another pupil or a member of staff;
- Persistent bullying;
- Persistent prejudice based harassment or hatred based acts

Exclusion may be the result of persistently poor behaviour or a serious single incident.

The length of an exclusion will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce expectations of the school in a clear and consistent way.

The decision to exclude

The decision on whether to exclude is for a head teacher to take. Pupils should be given an opportunity to present their case before a decision is made.

Contributing Factors

When considering whether to exclude, head teachers should take account of any contributing factors identified after an incident of poor behaviour has occurred – for example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

If the Headteacher decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's exclusion, ensure that appropriate work is set;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

Responsibilities during the Exclusion Period

When a pupil is excluded for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

During the 1st 5 days of a period of exclusion (whether fixed-term or permanent), the parents of an excluded pupil, who is of compulsory school age, must make sure that he or she is not present in a public place during school hours, unless there is a reasonable justification

A pupil can be excluded for up to 10 continuous days on a fixed term basis. On the 6 day of exclusion continuous or cumulative within an academic, the school is responsible for providing

education for the pupil. Education will be provided by another school within the trust. It is the responsibility of the parent to transport their child to the temporary place of provision.

For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil, again of compulsory school age, to begin no later than the 6th day of the exclusion.

Behaviour outside school

Pupils' behaviour outside school on school business will be dealt with in accordance with this policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; this includes the any serious breach of policy which could 'bring the school into disrepute'.

Reintegration

After fixed term exclusion the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support will be also be discussed, including any referrals to outside agencies. The meeting will be recorded on the school re-integration form and a copy retained by the parent, child and school.

Pupils with Special Educational Needs

We recognise that certain groups of pupils with additional needs are particularly vulnerable to exclusion. This includes pupils with an Education, Health & Care Plan (EHCP) and 'looked after' children. Our schools aim to engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to 'looked after' children, we co-operate proactively with carers and the local authority.

Where there are concerns about behaviour, or risk of exclusion, of a child in one of these vulnerable groups, the school in partnership with others (including the Local Authority as necessary), should consider what additional support or alternative placement may be required. This should involve assessing the suitability of support for a pupil's SEN. Where a pupil has an EHCP, schools should consider requesting an early annual review or interim / emergency review

We take account of any special educational needs when considering whether or not to exclude a pupil. The Headteacher should ensure that reasonable steps, in line with the DDA have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Personalising Provision

In cases where the Headteacher and parent's agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parents failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority and propose the child moves to another school. This is not exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social care and/or the Police to safely take the pupil off site.

Removal from the school for other reasons

The Headteacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons, including poor behaviour.

Equalities

The Compass Partnership recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy.

Procedure to appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the local governing board

The local governing body has a duty to consider parents' representations about an exclusion. The extent of this duty and how it is exercised depend on the length and nature of the exclusion. The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in term; or
- it would result in a pupil missing a public examination or national curriculum test.

Where an exclusion would result in a pupil missing a national curriculum test, there is a further requirement for a governing body to consider exclusion before the date of the test. If this is not possible, the chair of governors may consider the exclusion independently and decide whether or not to reinstate the pupil. These are the only circumstances in which the chair can review an exclusion decision alone. In such cases parents still have the right to make representations to the governing body and must be made aware of this right.

If a child has been excluded for a period of more than 5 school days but not more than 15 in a single term, the parents can request that the governing body consider the reinstatement of the child. In these circumstances the local governing body must consider the reinstatement within 50 school days of receiving notice of the exclusion. This may not affect the actual exclusion, as the child is likely to have completed their exclusion prior to the governing body considering.

If the governing body uphold a permanent exclusion, parents have the right to request that their decision is reviewed by an Independent Review Panel (IRP).

Parents must lodge their application for a review:

- within 15 school days of notice being given to the parents by the governing body of their decision to uphold a permanent exclusion; or
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the exclusion

The rules governing exclusions from schools, academies and pupil referral units in England are contained in the Section 52 Education Act 2002.

Related policies

Behaviour and relationships

Inclusion

Equalities