



# **Exclusions Policy & Procedure**

September 2021

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**Date of implementation:** January 2014

**Date of last review:** September 2021

**Date of next review:** September 2022

This policy and procedure document links with and is supported by the following other policy and procedure documents:

- Anti-Bullying Policy & Procedure
- Conduct Policy & Procedure
- Safeguarding Policy & Procedure
- Screening, Searching & Confiscation Policy & Procedure

## INTRODUCTION

Exclusions from a student's normal educational experience are a sanction available to the school that can take a number of forms and are generally used as a last resort or in response to an incident of serious negative conduct. Where possible, other strategies will be used in the management of repeated or more serious negative conduct.

The sanction of an exclusion may be considered following investigation for:

- misbehaviour when the student is:
  - taking part in any school-organised or school-related activity, or;
  - travelling to or from school, or;
  - wearing school uniform, or;
  - in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school, or;
  - poses a threat to another pupil or member of the public, or;
  - could adversely affect the reputation of the school.

If, following investigation and the consideration of any safeguarding concerns and learning needs, a form of exclusion is thought to be an appropriate course of action then the nominated decision maker (i.e. a Head of Year or Senior Leader) is to complete a Referral for Exclusion Form (please see Appendix A) and pass it to the Assistant Headteacher (Behaviour) or the Deputy Headteacher with all evidence attached. Only the Headteacher has the authority to exclude. A Deputy Headteacher also has the authority to exclude in consultation with, and when acting on behalf of, the Headteacher in his absence.

All exclusions are reported in writing to parents/carers, the Chair of Governors and the Local Education Authority (i.e. Cheshire East), and the parents/carers are informed of the right of appeal. The Governing Body Pupil Discipline Committee meets to consider any exclusion which exceeds 5 school days in any one term.

If exclusion is used for an incident of 'sexually inappropriate behaviour' then child protection procedures are to be instigated.

## FORMS OF EXCLUSION

The school adopts a number of forms of exclusion but in all cases of any period of exclusion from a student's normal educational experience a full and complete record is to be kept in order to allow for analysis against the following objectives:

- To support a return to positive conduct with key indicators demonstrating improvement in conduct.
- To continue to provide a learning experience that allows academic progress to be made.

## SUSPENDED EXCLUSION AGREEMENT

This is not a formal exclusion but is a precursor to exclusion should the student's conduct not improve and meet conditions that are set as part of the agreement. The agreement is to be signed by the student, their parents/carers and the school, and copies retained by all parties.

## INTERNAL EXCLUSION

A period of exclusion where pupils spend a day or more working away from their peers on the school site. The school provides work to be completed during the period of exclusion and is likely to involve work with our specialist staff in order to support a return to positive conduct.

## FIXED-TERM EXCLUSION

A period of exclusion from the school site that is between 1 – 45 days where parents/carers are fully responsible for their child being at home during school hours. The school provides work to be completed at home during the period of exclusion, arranged by the student's year team leaders, and is to be brought back into school at the reintegration meeting following fixed-term exclusion. Members of staff should see Appendix C for further details on the procedure for reintegration following fixed-term exclusion.

#### PERMANENT EXCLUSION

Used only in the case of very extreme negative conduct or where serious disruption to the school continues despite the implementation of a wide range of strategies to support a return to positive conduct. In such instances, it would be anticipated that a student would already have served a significant number of fixed term exclusions and possibly nearing the maximum allowed in any one year.

#### REVIEW OF EXCLUSION

Once an appropriate length of time has been given in order to assess the impact of exclusion against the above objectives a review will take place.

If these objectives are not being met then the school reserves the right to do one or any combination of the following:

- Make adjustments to any alternative provision that has been implemented (including removing elements) and review again at a later date.
- Arrange a Governor's Disciplinary Panel meeting.
- Move to make arrangements for a "Managed Move" to another school.
- Issue a further or higher level sanction.

APPENDIX A – REFERRAL FOR EXCLUSION FORM

<b>Name of Student</b>				<b>Tutor Group</b>	
<b>Date of Investigation</b>				<b>Total BPs</b> (on Date of Investigation)	
<b>Previous Exclusions</b>					
<b>Reason for Referral for Exclusion:</b> (please tick one only)				<b>Brief details of the incident/issue</b> (to continue on another page if required)	
Physical assault against a pupil (PP)		Physical assault against an adult (PA)			
Verbal abuse/threatening behaviour towards a pupil (VP)		Verbal abuse/ threatening behaviour towards an adult (VA)			
Bullying (BU)		Racist abuse (RA)			
Sexual misconduct (SM)		Drug and alcohol related (DA)			
Damage (DM)		Theft (TH)			
Persistent disruptive behaviour (DB)		Other (OT)			
<b>What evidence is attached to this referral form?</b>				<b>Proposed Sanction</b> (please see overleaf for guidance)	
<b>Original Accounts/ Statements</b>	Yes / No	<b>Other</b> (please specify)			
<b>Signed</b>				<b>Date</b>	

Please pass this referral to the Deputy Headteacher - KS4 , Assistant Headteacher - KS3 or Associate Headteacher – Middle School or the Headteacher in their absence

<b>Exclusion Referral Agreed?</b>	Yes / No		<b>If no, is a Suspended Exclusion Agreement to be used?</b>	Yes / No	
<b>If yes, exclusion is to take the form of</b> (please circle)	Internal	Fixed-Term	<b>If no, what alternative sanction is being imposed?</b>		
<b>Internal Exclusion</b>			<b>Is the student to be referred to work with Specialist Staff?</b>	Yes / No	
<b>Fixed-Term Exclusion</b>			<b>If yes, which Specialist Staff</b> (please circle)	Inclusion	RSO
				SSPO	
<b>Length of exclusion</b> (in days)			<b>Parents informed of outcome</b>	Yes / No	
<b>Date of start of exclusion</b>			<b>Exclusion Letter completed</b>	Yes / No	
<b>Date &amp; time of reintegration meeting</b>			<b>Return to School Agreement prepared</b>	Yes / No	
<b>Signed</b>				<b>Date</b>	

## FACTORS TO CONSIDER IN REFERRAL FOR EXCLUSION

### MITIGATING FACTORS

This would include the relationship between those involved, the previous good character of the perpetrator, showing remorse or has apologised already to the target of the negative behaviour. This could be anything that the decision maker consider could have an impact on the Agreed Sanction, including conflicting accounts provided by students.

### AGGRAVATING FACTORS

Are anything that could lead to the agreed sanction being applied at the top end of the range. Such things as showing no remorse and being sanction for the same thing previously. It could also include the impact that the behaviour has had on the target and their future relationship within school.

## PROPOSING A SANCTION AND ARRANGING

### PROPOSED SANCTION

Based on a suggested outcome from whoever gathers the information and considering the above factors. This can be varied by SLT at the time of ratification.

### REINTEGRATION CONSIDERATIONS

Considering the factors involved in the incident that has led to the referral for exclusion and the potential outcomes that the school is trying to achieve through this form of sanction.

### AGREED SANCTION

Is the actual sanction administered to the student. This is when the SLT member and Headteacher has looked at all the considerations mentioned in the report and decided on the sanction to be imposed. This could be at a higher or lower level than the Proposed Sanction.

APPENDIX B – SUSPENDED EXCLUSION AGREEMENT

<b>Student's Name:</b>		<b>Tutor Group:</b>	
<b>Incident Date:</b>		<b>Date of Agreement:</b>	

DATA SUMMARY

Performance Indicator	At Present
Attendance	
Achievement Points	
Behaviour Points	

Previous Exclusions		
Date	Reason	Length

Subject	Target Level	A2L
Art		
Drama		
English		
French		
Geography		
German		
History		
ICT		
Mathematics		
Music		
P.E.		
R.E.		
Science		
Technology		

SUMMARY OF INCIDENT

CONDITIONS OF SUSPENDED EXCLUSION AGREEMENT

Condition	By When?	Condition Met?
1.		
2.		
3.		
4.		

I understand that if I were to go against any of the above conditions placed upon me following the incident detailed then I will immediately be placed on an exclusion and be subject to the conditions of that sanction.

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

School Leader Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX C – PROCEDURE FOR REINTEGRATION FOLLOWING FIXED-TERM EXCLUSION

The following is a procedural guide for Heads of Year and Members of SLT to use in the reintegration of students following fixed-term exclusion.

### AHEAD OF THE REINTEGRATION MEETING

When the decision to exclude has been taken by the Headteacher the following will happen:

1. The Headteacher's PA will contact the Head of Year and Assistant Headteacher (Behaviour and Standards) in order to arrange with them who will attend and the best time for a reintegration meeting to be held and confirmed with parents/carers.
2. The Head of Year or member of SLT that will lead the reintegration meeting then contacts the parents/carers of the student and informs them:
  - a. Of the nature of the exclusion;
  - b. How long it is for;
  - c. Of the intended date and time of the reintegration meeting (agreed with the parent/carer and then confirmed with the Headteacher's PA).
3. The Headteacher's PA will inform the parents/carers, Chair of Governors and Local Education Authority of the nature of the exclusion in writing
4. The Head of Year or member of SLT who will lead the reintegration meeting will arrange the terms of the "Return to School Agreement Following Exclusion" with the Headteacher's PA to allow it to be prepared and attached to a copy of the exclusion letter and "Referral for Exclusion Form".
5. The Head of Year or member of SLT that will lead the reintegration meeting arranges a room for it to take place in.

### AT THE REINTEGRATION MEETING

6. The Head of Year or member of SLT leading the reintegration meeting collects the pack from the Headteacher's PA's.
7. The Head of Year or member of SLT leading the reintegration meeting will make a judgement on whether or not to have the student in from the beginning of the meeting or start by talking with the parent/carer first – If the parent is spoken to first then the way that the meeting will progress is to be agreed before inviting the student in.
8. The Head of Year or member of SLT leading the reintegration meeting will speak with the student and discuss a way forward in order to allow for reintegration to occur, to one or a combination of the following:
  - a. If applicable, a restorative meeting with any member of the school community affected by the negative conduct leading to the exclusion;
  - b. If applicable, any alternative provision to be agreed in order to support a return to positive conduct;
  - c. A period of the student being on report to their HoY or a member of SLT (whichever appropriate) to be at least 2 weeks with targets for the report being agreed with the student and parents/carers to support in the monitoring of it.
9. The Head of Year or member of SLT leading the reintegration meeting will make a judgement about whether or not the student is ready to be reintegrated:
  - a. If the student is to be reintegrated then they and their parents/carers sign the "Return to School Agreement Following Exclusion" (see appendix D);
  - b. If the student is not judged to be ready to be reintegrated they are not allowed to and a further meeting is arranged in order to discuss next steps, allowing a period of time where the parent/carer can speak with the student away from the school setting.

### FROM THE REINTEGRATION MEETING

10. The Head of Year or member of SLT that led the reintegration meeting is responsible for any actions that are agreed at the reintegration meeting (including alternative provision) being confirmed in writing and completed. Confirmation can be made through the "Parent Meeting Agreed Actions Letter Template" which can be found on the school network or written into the "Return to School Agreement".
11. Parents/carers retain a signed copy of the "Return to School Agreement", and the school retains the full records.
12. Any actions, including any alternative provision and the period of being on report, are reviewed by all stakeholders following an appropriate length of time in order to analyse the exclusion against the objectives.
13. The Head of Year or member of SLT that led the reintegration meeting is responsible for ensuring that all staff are aware of the students' return to school and the level of report that they are working on.

## STUDENT RETURN TO SCHOOL AGREEMENT FOLLOWING EXCLUSION

Student's Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

No. of previous exclusions \_\_\_\_\_ No. of days excluded \_\_\_\_\_ Current attendance \_\_\_\_\_

I agree to abide by the following conditions to enable me to return to school:

1. To behave within the framework of the school's rules and policies.
2. Never to use or threaten to use violence against other members of the school community.
3. Never to be rude, abusive or make threatening comments to members of staff or other members of the school community.
4. To seek advice from a member of staff when difficulties arise.
5. Be on report to my Head of Year/a member of Senior Leadership (delete as appropriate) during a period of reintegration spanning at least two weeks and understand that any incident that goes against the conditions of this agreement will lead to review by Senior Leadership.

Signature .....  
Student

Signature .....  
Parent

Signature .....  
Headteacher

Date of review  
meeting .....

Date .....

## STUDENT RETURN TO SCHOOL SUPPORT PLAN FOLLOWING EXCLUSION

Behaviour for learning targets:

Area for development	Current score (0-10); 0=never, 10=always	Target score (0-10) 0=never, 10=always	How will we achieve this?	Timescale/review date
<i>e.g. Come prepared to work</i>	3	7	<i>Arrive on time / bring pen and other equipment</i>	<i>3 weeks from meeting</i>

**Other agreed actions and support:**

Restorative meeting  Behaviour report  Additional SEN support  Timetable related support  Bridges referral  Outside agency referral

Further details of support or additional strategies (i.e. time out cards, mentoring, managed move, Fermain referral etc.):

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Pupils comments:	Parent/guardians comments:	Schools comments: