

KING EDWARD VII SCHOOL POLICY



Exclusion Policy

Document Adopted by Governing Body

Date: March 2018

Updated: November 2018

Signed (Chair):

A handwritten signature in black ink, appearing to read 'Peter Dickson', is written over the 'Signed (Chair):' text.

Date: November 2018

Print Name: Peter Dickson

Date of Next Review: March 2020

Leadership Team Responsibility: Linda Gooden

King Edward VII School Exclusion Policy

Introduction

This policy supports the School's Consistent Conduct Policy. The policy and practice it describes seeks to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed. It also recognises the need to maintain the use of exclusion as a necessary sanction, but at as low a level as possible, and to apply it appropriately and equitably.

Decisions to exclude a student from School are the responsibility of the Headteacher. Such a decision would be taken in the following circumstances:

- A serious breach of the Consistent Conduct Policy
- If allowing a student to remain in School would seriously harm the education, welfare or safety of others in the School.

The School will always exercise judgement in deciding whether to impose a fixed-term exclusion, but the following are examples of reasons why exclusion of a student would be considered:

- Verbal abuse directly to staff
- Physical violence towards staff
- Physical violence towards a student
- Serious actual or threatened violence against a student or member of staff
- Serious, deliberate damage to property
- Indecent behaviour
- Sexual abuse or assault
- Possession or use of illegal substances
- Supply of illegal substances
- Theft
- Possession of an offensive weapon
- Deliberate unnecessary setting off of fire alarm/act of arson
- Repeated refusal to co-operate with other School sanctions
- Persistent failure to comply with expectations in lessons, as indicated by an accumulation of behaviour points
- Accumulation of unacceptable behaviour which continues despite other sanctions and interventions – see CCP

The list refers to all behaviour by students during the School day, on the School premises, travelling to and from School (including on public transport), and on School trips, placements and all other situations when a student is representing the School. The list is not exhaustive, and there may be other situations where the Headteacher judges that exclusion is an appropriate sanction. It should also be noted that exclusion should **not** be used in the following circumstances:

- Poor attendance/truancy
- Inability or refusal of a parent/carer to meet or co-operate with the School

Exclusion procedure

A decision to impose a fixed term exclusion will be discussed with the Deputy Headteacher or Assistant Headteacher responsible for each Key Stage and the Headteacher. An incident for which exclusion is considered, should first be thoroughly investigated by the staff dealing with it (likely to include Key Stage Leader, Pastoral Manager, Assistant Headteacher, on-call staff). The Deputy Headteacher or Assistant Headteacher will expect to be presented with: a written account of the incident (likely to be in the form of one or more filenotes); written statements by the alleged perpetrators and witnesses; advice/recommendations from the Assistant Headteacher with line management responsibility for the Key Stage Group. Each document must be signed and dated clearly using legible handwriting. The time each document was completed must be noted on the document. The full title and surname of staff must be used not initials. The responsibility of the member of staff must be noted in brackets.

The student in question should be isolated with work to do. The student's own account of events should be recorded and signed and date. The time the student's account was written should also be recorded on the document. It is usually best practice not to inform the student about the decision to exclude until the end of the School day, particularly if it is likely to provoke further unacceptable behaviour.

The Deputy or Assistant Headteacher will contact the student's family, or may ask the relevant Key Stage Leader or Pastoral Manager to do so, to explain the incident and the decision to exclude. During the conversation a date and time for a re-admission meeting should be agreed if possible.

An exclusion letter, including a date and time for a re-admission meeting, will be written and sent to the parent(s). Work should be sent home for the student to complete during the period of exclusion.

Length of Fixed-Term Exclusion

The School does NOT apply a rigid "tariff" when imposing a fixed-term exclusion. Such an exclusion would normally be for between one and five days, depending on previous record, severity of unacceptable behaviour and extenuating circumstances.

N.B. A decision to impose an exclusion and the length of the exclusion, would be based on the merits and circumstances of each case. The decision will be made by the Headteacher in consultation with the Deputy Headteacher or Assistant Headteacher. Evidence from staff and students will inform the decision, but the **views** of staff, students and students' families have no part to play in determining an exclusion or its length.

For very serious, unacceptable behaviour, a four or five day exclusion is likely to be imposed. The reason for this is to allow time for the School to consider

options and consult with other organisations about future strategies to support that student, be they back in School or in alternative provision. A fixed term exclusion can be extended or converted to a permanent exclusion in the light of further investigation/new evidence. Legal Team to provide wording for Schools.

Re-admission procedure

A re-admission meeting will take place before an excluded student comes back into lessons. If a student returns before the meeting has taken place, the student will work in isolation (lessons and social times) until the re-admission meeting has taken place.

First three exclusions in an academic year – normally to be re-admitted by the relevant Assistant Headteacher, assisted by a member of the student's pastoral team.

Exclusions four to six within the same year– to be re-admitted by the relevant Deputy Headteacher, assisted by the relevant Key Stage Leader.

Any further exclusion – to be re-admitted by the Headteacher. By this stage, the School is likely to be looking at alternative provision for the student if the pattern continues.

A standard re-admission pro-forma must be completed to record the issues discussed and outcome of the meeting, including targets set for the student once re-admitted. A copy of this should be placed in the student's file by uploading it to the Child Protection Online Management System (CPOMS). N.B. re-admission is not automatic and will depend on the student's response during the meeting. On rare occasions, the person leading the meeting may determine that re-admission should be postponed to a future day. This would be because the student may continue to present a threat to the safety and well-being of the rest of the School community or because the student continues to be uncooperative or refuses to accept responsibility for his/her actions or the authority of the School.

Supporting a student following re-admission

There is a range of support strategies available and these should be discussed at the re-admission meeting and recorded on the re-admission pro-forma. These strategies include:

- Student being placed on report
- Regular feedback to the family during the weeks following re-admission (possibly by weekly telephone contact)
- Temporary withdrawal from some lessons
- Use of an out-of-class pass / agreed place/person to go to for instant support
- Round-robin to determine academic progress and engagement in lessons

- Referral to other appropriate in-School support strategies including: the Pastoral Manager (Behaviour Support); SEND support/assessment; anger management group
- Referral to appropriate out-of-School support agencies including: Schools liaison police officer; MAST team; Crime Prevention Unit; Education Psychology Service; Children and Adolescents Mental Health Service (CAMHS); The Corner (Sheffield young people's drug and alcohol project)
- Completion of FCAF
- Completion of a MyPlan document to access support
- Discussion with the family about considering a Managed Move to allow a fresh start in another Sheffield School.

Step before (or alternative to) fixed term exclusion

The School operates an Isolation Room on each site. Students who have not responded to the use of other sanctions, or who are low level persistent offenders, may be referred. Students are isolated to work in silence for one or more whole days. Referrals are made through the Assistant Headteacher responsible for each Key Stage.

Permanent Exclusion

There are circumstances in which the School is likely to judge that it is no longer appropriate for a student to continue to be educated at King Edward VII School. Such circumstances would include:

- Extremely serious behaviour which endangers the safety or welfare of the rest of the School community (for example, possession of an offensive weapon in School, possession or supply of a controlled substance in School, extreme violence against others)
- An overwhelming accumulation of disruptive, uncooperative behaviour and has not responded to a range of sanctions or support strategies over time which is causing sustained harm to the education and well-being of others.