



**Policy: Exclusions Policy**

**Policy Ref: 004**

**Version Number: 4**

**Date: September 2016**

**Authorised by: Governors**

**Signed/Position: James Johnson, Assistant Head**

**Updated by: James Johnson**

**Review date: September 2019**

## **1. Introduction**

1.1 Our Exclusions Policy is closely linked to our Behaviour for Success Policy. It is designed to promote behaviour in all our classrooms and across the school. We define Behaviour for Success as the positive attitudes, conduct and approaches our pupils bring to their learning, extracurricular activities and socialising around the school. It is the desired outcome of this policy that it supports our aim of helping to develop pupils into academically successful young people of good character with a thirst for knowledge and a love of learning.

1.2 The policy takes full account of the advice published in “Behaviour and discipline in schools- Advice for Head teachers and school staff” by the Department of Education in January 2016 and our practice reflects all legal and statutory actions in relation to school exclusions.

1.3 This policy takes account of key relevant legislation including

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information Regulations 2008
- Education Act 2011
- The School Behaviour Regulations 2012
- The Equality Act 2000

## **2. Aim**

2.1 We are an inclusive, comprehensive school with high expectations for all our pupils. The Headteacher clearly expresses this by setting out boldly that everyone within our learning community is challenged to be ‘The best we can be every day’ and to achieve more than we all first think is possible.

2.3 We endeavour to use the resources of the pastoral team, inclusion team and academic teams in school to make every effort to support pupils with their behaviour to avoid the necessity of an exclusion.

2.4 We expect that;

- every teacher accepts responsibility for high standards of discipline in the classroom and within the school environment;
- all staff are consistent in their approach to discipline and behaviour and work within the framework of the Behaviour for Success Policy;
- every pupil is made aware by their teachers and their tutors of the school standards and the school's high expectations;
- every pupil accepts responsibility for their high standards of behaviour

2.5 The Exclusions Policy will ensure;

- that all pupils have the right to enjoy a top quality education and have the responsibility to let others do the same;
- that pupils are judiciously sanctioned and subsequently supported so they can be guided to make better decisions about their future behaviour;
- that behaviour in school is seen as a choice. We recognise that young people do make mistakes and as such when they have been sanctioned deserve the opportunity and whatever support is necessary to make better decisions in the future, where possible, without future prejudice;
- that the best interests of a pupils are best served by being in school whenever possible. In the event of a pupil seriously breaching the school standards and therefore necessitating an exclusion from school we will, in the first instance, use our In School Exclusion provision. Use of Fixed Term Exclusions is used only in response to only the most serious or persistent disruptive or dangerous behaviour;
- that the school understands that if a pupil is Permanently Excluded from school their life chances are irreparably damaged. It is a guiding principle that Permanent Exclusion is a sanction of very last resort. This sanction is only to be used when the presence of a pupil in school represents a significant and sustained threat to the general welfare, physical or mental wellbeing or learning of other pupils.

### **3. Rationale**

3.1 Pupils are expected to work in a friendly but disciplined atmosphere for learning. We recognise that outstanding attitudes and behaviour underpin the best quality learning

and as such the behaviour and welfare of our pupils is one of our highest priorities. We have high expectations for the conduct of our pupils.

3.2 Guidelines governing behaviour are clearly set out through our School Standards. These standards are kept to a common-sense minimum but stress the importance of respect, making your best efforts and care for the school environment.

3.3 Our School Standards clearly state that in our learning community, we are all responsible for our actions: we

- Welcome everyone
- Respect and cooperate with each other
- Apply our best efforts
- Support and value everyone
- Embrace and celebrate difference
- Prevent bullying
- Take pride in our uniform
- Look after our school

3.4 Exclusions from school, including Internal Isolations, are used to ensure pupils have clear guidance through a fair and consistent structure of sanction.

#### 4. Policy in Practice

4.1 The school makes every effort to impose sanctions that are clear and consistent for all pupils. (See appendix 1) Each breach of the school standards is judged on its own merits with consideration given to the context of the incident, the individual pupils learning needs and the pupil's previous behaviour school.

4.2 We reserve the right to use our power of exclusion when a pupil has seriously breached the school standards. Although we consider exclusion from school a sanction of last resort it is important that the school has a robust response to persistent disruptive or dangerous behaviour. In order of severity the options for exclusion are;

- **Internal Isolation-** This is a sanction where a pupil is required to spend the day in the isolation section of our inclusion unit. Pupils will be supplied with appropriate work and parents are informed of the pupil's behaviour and subsequent sanction.
- **Alternative to Exclusion-** This is a sanction that seeks to put in place support for a pupil who has made a mistake without going to a more serious exclusion from school. A meeting will be held by a senior member of staff with parents or carers, the pupil and any other appropriate agencies that may provide support. The A2E meeting is then followed up with a Behaviour Support Plan and a formal letter home.
- **In School Exclusion-** This is a sanction with a fixed term of 1, 2 or 3 days. The pupil is excluded from the rest of the school in an exclusion room and supplied with appropriate work. They are completely isolated from the school community. A formal letter is written, a meeting held with parents and, where appropriate, a Behaviour Support Plan agreed, before the pupils is readmitted to school.

- **South Cotswold Alternative Provision School (SCAPS)**- This is a sanction that places a pupil with the alternative provision school in Stroud for a fixed period of time. This is followed with parental meeting with a senior member of staff and a formal letter home. This may be used in conjunction with another exclusion provision.
- **Fixed Term Exclusion**- This is a formal sanction with a fixed term of 1-15 days. The pupil is excluded from school and the local authority is informed. A formal letter is written, a meeting held with parents and, where appropriate, a Behaviour Support Plan agreed, before the pupils is readmitted to school.
- **Permanent Exclusion**- This is a formal sanction that removes the pupil permanently from Cirencester Deer Park School. The local authority assumes responsibility for the education of the pupil on the 6<sup>th</sup> day of exclusion. The pupil is placed with another school through the Gloucestershire Fair Access Panel process.

4.3 At every stage of the exclusions process we make exhaustive efforts to engage with parents and work together to ensure there is, whenever possible, a route forward to a productive future for an excluded pupil.

## 5. Roles and Responsibilities

### 5.1 Tutor

The tutor is responsible for ensuring any concerns around behaviour they may have are logged on the RMO database in a timely fashion. This provides a context to the pupil's behaviour in the event of an exclusion.

### 5.2 Teacher

Teachers take responsibility for the behaviour and for the pupils in their lessons. They will make judicious use of the teacher's Behaviour for Success toolkit. Teachers will use the school RMO database to record issues around behaviour and welfare. This provides a context to the pupil's behaviour in the event of an exclusion.

### 5.3 Year Leader

Year Leaders take responsibility for the pastoral wellbeing of all the pupils in the school. This includes behaviour that relates to learning in more than one faculty area, social interaction and conduct around the school site. Year Leaders work closely with the Pastoral Leaders and the referral hub for outside services. They are empowered by the behaviour for success toolkit to provide challenge and support for pupils to help them avoid exclusions.. Year Leaders will use the school RMO database to record issues around behaviour and welfare. This provides a context to the pupil's behaviour in the event of an exclusion.

### 5.4 Pastoral Team Leader/Assistant Pastoral Team Leader

The Pastoral Team Leader/Assistant Pastoral Team Leader take responsibility for the overall behaviour and safety of every pupil in the school. They are empowered, with the support of Heads of Faculty and Year Leaders, to put in place challenge and support

for pupils who do not make the right decisions about their behaviour. They provide strategic and targeted intervention for pupils and groups of pupils to ensure all pupils have the opportunity to change their behaviour to avoid exclusions. The Pastoral Team Leaders/Assistant Pastoral Team are empowered to use Internal Isolation and A2E as a response to breaches of the school standards. They will use the school RMO database to record issues around behaviour and welfare. This provides a context to the pupil's behaviour in the event of an exclusion.

## **5.5 Headteacher**

The Headteacher delegates the appropriate responsibility to key post holders for aspects of behaviour and safety of every pupil in the school. The Headteacher is the only person empowered to decide on the use of the SCAPS, In School Exclusions, Fixed Term Exclusions and Permanent Exclusions. This decision may be delegated by the Headteacher, where appropriate, to another member of the SLT.

## **5.6 Governors**

Governors take responsibility for reviewing and confirming the Headteachers decision to permanently exclude a pupil, or to exclude a pupil for more than 15 days in any single term, through the governor's disciplinary panel. The Governors Policy Committee review and agree the Exclusions Policy on an annual basis.

## **6. Monitoring and evaluation**

6.1 The impact of the policy will be monitored on a weekly basis by the strategic leadership team through reviewing regular Key Performance Indicators.

6.2 The policy will be reviewed annually by the governing body.

## **7. Other related policies and documents**

7.1 This policy should be read in relation to all other school policies and with specific reference to

- The Anti-bullying Policy
- The Behaviour for Success Policy
- The Equality Policy
- The Safeguarding Policy
- The Home/School Agreement
- The IT Acceptable Use Policy

## Appendix 1

This table is produced as a guide only. Each breach of the school standards is judged on its own merits with consideration given to the the context of the incident, the individual pupils learning needs and the pupil's previous behaviour school

Breaches of the School Standards	Indicative Type of Behaviour	Indicative Sanction	Indicative Action
Minor negative behaviour in Unstructured time.	<p>Minor disruption to the safety and wellbeing of others e.g. Name calling, inappropriate use of mobile phones.</p> <p>Lateness to school</p> <p>Not treating staff and pupils as members of a respectful community e.g. Swearing publically at or near other pupils.</p>	<p>Phone call home</p> <p>Confiscated Items</p>	<p>Year Leader contacts home</p> <p>Year Leader manages sanctions as appropriate</p>
Negative behaviour that significantly disrupts the learning and/or wellbeing of pupils or staff.	<p>Persistent disruption of the learning of others across 2 or more subjects.</p> <p>Refusing to accept the authority of the school.</p> <p>Not treating staff and pupils as members of a respectful community e.g. Swearing at or near a member of staff.</p> <p>Any incidents of emotional or physical bullying.</p>	Internal Isolation	<p>Year Leader/ Assistant Pastoral Team Leader/ Pastoral Team Leader</p> <p>Immediate phone call home</p> <p>7 Day Pastoral Report Card to support follow up meeting.</p>
Negative behaviour that causes significant risk to, and disruption of, pupils learning and wellbeing.	<p>Unprovoked violence</p> <p>Persistent significant disruption of the learning of others resulting in 5 or more Internal Isolations per term.</p>	In School Exclusion	<p>Headteacher has power of referral.</p> <p>Phone call with follow up letter home to parents</p> <p>Post Exclusion Meetings with Ass Head/ member of the pastoral team Follow up letter detailing Behaviour Support Plan tailored to individual pupil circumstance</p>
Persistent negative behaviour that causes significant risk to, and disruption of, pupils learning and wellbeing.	Persistent Demonstration of Behaviour above.	SCAPS	<p>Headteacher has power of referral.</p> <p>Parental meeting with senior member of staff</p> <p>Follow up letter detailing Behaviour Support Plan tailored to individual pupil circumstances.</p>

<p><b>Significant threat of harm to individuals or the school community</b></p>	<p>Possession of a weapon with intent Possession of drug Violence towards a member of staff</p>	<p>Fixed Term Exclusion</p>	<p>Headteacher has power of referral.</p> <p>Phone call with follow up letter home to parents</p> <p>Post Exclusion Meetings with Ass Head and member of the pastoral team</p> <p>Follow up letter detailing Behaviour Support Plan tailored to individual pupil circumstances.</p>
<p><b>Significant harm caused to individuals or the school community</b></p>	<p>Dealing of drugs Use of a weapon Persistent significant disruption to the safety and wellbeing of the school community where the greater prejudice is to the education of the rest of the school over the education of the individual child.</p>	<p>Permanent Exclusion</p>	<p>Headteacher has power of referral.</p> <p>Governor's exclusion hearing.</p>