

CRESSEY COLLEGE

EXCLUSION POLICY

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Amendment Record

This Exclusion policy is reviewed to ensure its continuing relevance to the direction and processes that it describes. A record of additions, admissions and amendments is given below:

Version	Amendments	Date
1	Annual update to Policy. Minor amendments to formatting and wording. Approved at Management meeting dated 11 Jan 17. Authorised by JH, approved by Headteacher - AB.	18 Jan 17
2	Annual update to Policy. Approved at Management meeting dated 30 Aug 17. Authorised by AP, approved by Head Teacher – AC.	01 Sept 17
3	Annual update to Policy. Approved at Management meeting dated 29 Aug 18. Authorised by AP, approved by Head Teacher – AC.	01 Sept 18

Introduction and Overview

1. Cressey College is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which students, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

Partnership with Parents

2. Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At Cressey College, we will work in partnership with parents to ensure that expectations are clear and parents can reinforce them with their children. This includes ensuring that parents are kept informed about decisions made in response to a child's misbehaviour so that we can work together in the best interests of students to ensure expectations for behaviour are made clear. The school is responsible for communicating to students, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

3. These are:

- a. Behaviour Policy.
- b. Anti-Bullying Policy.
- c. Home-School Agreement.
- d. Weapons Policy.
- e. E-Safety Policy.

Supporting Students to Succeed

4. We aim to include, not exclude, and we 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. We will use behaviour data to assess patterns of challenging behaviour in students. Where patterns emerge we will systematically intervene, drawing up an action plan with the child, parent and teacher. The Senior Teacher has overall responsibility for sharing data with all staff and analysing the data. It is the tutor, parent/carers and the child's responsibility to ensure the action plan is followed. No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a detailed staff debrief, followed by consultation with the Head Teacher.

Reasons for exclusion:

5. The following are some of the reasons why exclusion may be considered:

- a. Serious breach of the school's rules or policies.
- b. Serious risk of harm to the education or welfare of the student or others in the school. This can either be a very serious incident or the repetition of serious incidents.

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

Types of Exclusion

Internal Exclusion/Reflection Time

7. Internal exclusion or Reflection Time is when a student is excluded from the rest of the school group and must work and reflect, away from their class for a fixed amount of time. This will be in a different classroom and could possibly be at another site. An internal exclusion/reflection time is a discretionary measure, where a student's behaviour is escalating and more serious measures need to be taken, but there are not yet grounds for an external, fixed-term exclusion.

8. 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 (examples: behaviour chart to address specific behaviours causing a problem; support from the tutor, meetings with parent/carers etc).

Temporary / Fixed-Term exclusion

9. A temporary / 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 breach of policy. Wherever possible, a reintegration meeting with the parent/carer and student should be held on or before the day of return to school. However, the period of exclusion must not be extended to accommodate this. Where the period of exclusion is more than 2 days, home visits must be conducted and work provided.

Permanent exclusion

10. 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 Head Teacher will consult with senior leaders. The case will be brought to the Steering Group to be heard with both the student and parent/carer present. The Steering Group will make a recommendation. If the recommendation is to permanently exclude, a meeting will be held with the Local Authority as soon as possible.

Reasons for Exclusion

11. A decision to exclude a student, 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. The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- a. Serious actual or threatened violence against another student or a member of staff.
- b. Possession or use of an illegal drug on school premises.
- c. Possession of/bringing a weapon on to school premises.
- d. Persistent bullying.
- e. Persistent prejudice based harassment or hatred based acts.

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

Persistent or cumulative problems

13. Internal and temporary / fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies. These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention with the tutor, target setting, home/school communication book etc.

The length of an exclusion

14. This 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 the rules and expectations of the school in a clear and consistent way. Single incident Internal and temporary / fixed-term exclusions may be used in response to a very serious breach of school rules and policies or a disciplinary offence.

15. In the most serious cases where a problem persists and there is no improvement, a permanent exclusion/managed move may be necessary. In such cases the Head Teacher or a designated senior leader will investigate the incidents/concerns and consider all evidence to support taking account of the school's policies. The student will be encouraged to give his/her version of their circumstances/incidents and the Head Teacher will check whether the incident/s may have been provoked, for example by bullying or racial harassment. The case will be referred to the Steering Group who will hear the case and make a recommendation. The Local Authority will be informed of all decisions to exclude.

The decision to exclude

16. If the Head Teacher decides to exclude a student she will:

- a. Ensure that there is sufficient recorded evidence to support the decision.
- b. Explain the decision to the student, if the student is in the state of mind to listen to the decision.
- c. Contact the parents, explain the decision and ask that the child be collected or be at home to receive them.
- d. Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary/fixed term exclusion.
- e. The length of the exclusion and any terms or conditions agreed for the student's return.
- f. In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked.
- g. Plan how to address the student's needs and integration back into their school site on their return.
- h. Plan a meeting with parents and student on their return to be conducted by a suitable senior member of staff, prior to their return wherever reasonably practical.

Safeguarding

17. ***An exclusion will not be enforced if doing so may put the safety of the student at risk.*** In cases where parents will not comply with; for example, refusing to collect the child, be at home to receive the child, then 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 Services and/or the Police to safely take the student off site.

Re-integration Meeting

18. After every period of fixed term exclusion, the student and parent/carer will be offered 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 around behaviour will also be discussed. The meeting will be recorded and a copy retained by the parent, child and school.

Work Set

19. When a student 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.

20. 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. A student can be excluded for up to 10 continuous days on a fixed term basis. On the 6th continuous day, the school is responsible for providing education for the student, which could be at another school site, or nearby location, such as the local library, or by providing home education.

Behaviour outside school

21. Students' behaviour outside school on school business e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes any serious breach of policy which could 'bring the school into disrepute'.

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

Managed move

23. In cases where the Head Teacher and parents agree that the progress of the student has been unsatisfactory and the student is unwilling or unable to profit from the educational opportunities offered, or if a parent's 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 Head Teacher may consult with the Local Authority and propose a managed move to another school. This is not exclusion and in such cases the Head Teacher may assist the parents in placing the student in another school.

Removal from the school for other reasons

24. The Head Teacher may send a student home, after consultation with that student's parents, if the student poses an immediate and serious risk to the health and safety of other students 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 student cannot be 'sent home' for other reasons, including poor behaviour.

Equal Opportunities

25. The school 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 as it is the school's aim that no-one at Cressey College should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Procedure for appeal

26. If parents/Carers wish to appeal the decision to exclude, the matter will be referred to the Steering Group or Local Authority and handled through the school and LA appeals procedures.