

Eltham Hill School



Eltham Hill
SCHOOL

EXCLUSION POLICY

Governors Committee: Teaching & Innovation
Date Adopted/Reviewed: September 2015
Date of next review: September 2017

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EXCLUSION POLICY

Introduction

Exclusion is an extreme sanction and is only used by the Principal (or, in the absence of the Principal, the member of the Leadership Group who is acting in that role).

The decision to exclude a student will be taken under the following circumstances.

- In response to a serious breach of the school's Behaviour for Learning Policy
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others.

Exclusion, whether fixed term or permanent may be used for any unacceptable conduct and infringements of the school's Behaviour for Learning Policy. (*Appendix 1: Examples of misconduct*). This is not an exhaustive list and there may be other situations where the Principal makes the judgement that exclusion is an appropriate sanction.

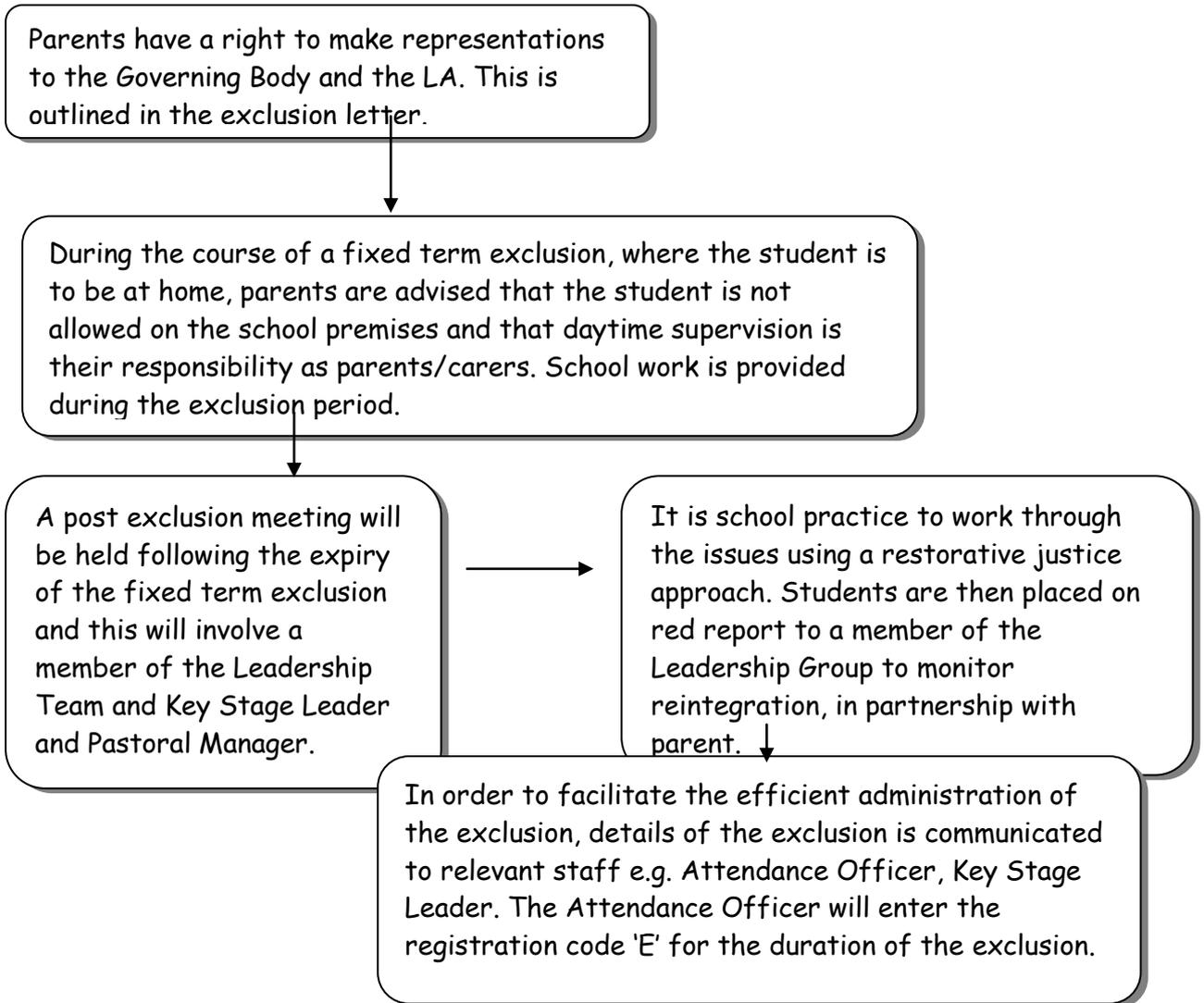
Exclusion Procedure

Fixed Term Exclusions

- Most exclusions are of a fixed term nature and are of short duration (usually between one and five days). However the DFES regulations allow the Principal to exclude a student for one or more fixed periods, not exceeding 45 school days in any one school year.
- All exclusions are monitored by the Governors termly looking at specific areas e.g. ethnicity, SEND, number of times a student has been excluded, duration and reasons for exclusion(s) and consistency.

Where possible following exclusion, parents/carers are contacted immediately informing them of their child's exclusion.

A letter written by the Principal will be sent home, giving details of the exclusion and the date the exclusion ends. It also confirms details of the post exclusion meeting which parents/carers and student **must** attend. A copy of exclusion letter is sent to the LA.



Permanent Exclusion

The decision to exclude a student permanently is a serious one.

There are two main types of situation in which permanent exclusion may be considered.

- A final formal step following a number of disciplinary offences and exclusion of a wide range of other strategies without success.
- A breach of our ‘zero tolerance’ practice where it is not appropriate to implement other strategies.

General factors the school considers before making a decision to exclude

Before deciding whether to exclude a student either permanently or for a fixed period the Principal will: -

- Ensure appropriate investigations have been carried out.

- Consider all the evidence available to support the allegations, taking into account the Behaviour for Learning Policy and Equal Opportunity.
- Allow the student to give their version of events.
- Check whether the incident may have been provoked for example by bullying, racial or sexual harassment.
- Consider any special educational needs. The school has a legal duty under the Disability Discrimination Act 1995 as amended not to discriminate against disabled students by excluding them from school for behaviour related to their disability. The Principal will ensure that reasonable steps have been taken by the school to respond to a student's disability.

Reasonable steps could include:

- Differentiation in the school's Behaviour for Learning Policy
- Developing strategies to prevent the student's behaviour
- Requesting external help with the student
- Staff training

If the Principal is satisfied that on the balance of probabilities the student did what she/he is alleged to have done, exclusion will be the outcome.

Exercise of Discretion

In reaching a decision, the Principal will always look at each case on its own merits. Therefore a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate. In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider: -

- The seriousness of the incident, or series of incidents, that constitute breach of the school's Behaviour for Learning Policy.
- The effect that the student remaining in the school would have on the education and welfare of other students and staff.

Governors Disciplinary Panel

In line with its statutory duty, these same criteria will form the basis of the deliberations of the Governors' Disciplinary Panel, when it meets to consider the Principal's decision to exclude.

The aim of the Governors' Disciplinary Panel is to support Behaviour for Learning across the school.

This committee will require the Principal to explain the reasons for the decision and will look at appropriate evidence, such as the student's school record, witness statements and the strategies used by the school to support the student prior to exclusion. In addition, the Principal produces a formal analysis of exclusions to Governors.

The Disciplinary Panel meet to:

- Establish a Contract of Expectations between school and student and parent/carer following a number of fixed term exclusions.
- To consider the Principal's decision to permanently exclude.
- To listen and make decisions following an appeal against permanent exclusion.

Alternatives to Exclusion

The school works closely with the LA and other secondary schools to undertake managed moves where appropriate. Students may be referred to the LA Fair Access Panel where alternative provision will be explored and then discussed with parents/carers and students.

Internal Exclusion

Students may be internally excluded from lessons by a Key Stage Leader or member of the Leadership Group.

Reasons for internal exclusion may be

- To allow staff to carry out investigations into an incident.
- To minimise the opportunity for further misbehaviour.
- To provide a 'cooling off' period.
- To encourage a period of reflection by the student.

Internally excluded students will be supervised by their Form Tutor or Pastoral Manager and work will always be set. Parents/carers will be notified of an internal exclusion as appropriate.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be supervised by their Pastoral Manager. Work will be undertaken by a member of the pastoral team to address issues and for students to return to normal lunch arrangements.

Behaviour Outside School

Students behaviour outside school, travelling to and from school and on school 'business' (for example school trips and journeys, away school sports fixtures or a work experience placement) is subject to the schools Behaviour for Learning Policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school.

Drug and Alcohol Related Exclusions

The school operates a zero tolerance for drugs and alcohol and will always exclude for these offences.

Examples of misconduct that may result in exclusion

- Verbal abuse towards staff and others
- Verbal abuse towards other student(s)
- Physical abuse to/attack on staff
- Physical abuse to/attack on other student(s)
- Indecent behaviour
- Damage to property
- Misuse or supplying of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

Please note:

This is not an exhaustive list and there may be other circumstances where the Principal makes a judgement that exclusion is an appropriate sanction.

Zero tolerance for:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon*
- Arson

The school will consider police involvement for any of the above offences.

**Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person; or intended by the person having it with him/her for such use by him/her'.*

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school community.