

The Angmering School

Ambition

Courage

Respect

Policy on Exclusions 2021

This Policy has been written in accordance with the Statutory Guidance on Exclusions, including the review Department for Education September 2017.

Ratified by Governors10.11.2021
Review2023

Policy on Exclusions
Aspire and achieve

INTRODUCTION

The Angmering School is an inclusive school, committed to the principles of equity and diversity, and the care and well-being of all its students so that they may grow and learn in a safe, secure environment. Staff, students, parents and the wider community work together to ensure that the school community remains true to the equal value principle underpinning its policies.

EQUAL VALUE PRINCIPLE

Each student at the Angmering School has equal value. The policies of equality and equity of opportunity, diversity and inclusion is based on the principle of respect for the individual and active rejection of discrimination. The school is an integrated whole, inclusive of the students with physical or sensory impairments, communication, learning, social, emotional and/or mental health difficulties, as well as other SEND and protected characteristics under the Equalities Act of 2010. It addresses each person's unique needs, intellectual, physical, spiritual, emotional or social and takes special account of other elements of disadvantage which may impact upon a child's life.

All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless of their need and personal context. Knowing our students holistically and forming positive interpersonal relationships in a climate of high expectations, along with respect for individual achievement are central to our core purpose as a school.

All students experience a community of inclusion, diversity and equity in which they value and celebrate the unique contribution that each individual makes. They learn to respect the rights not only of each other but also of groups in the local and wider community.

The language used in the school community, spoken or written fosters a positive attitude to each person whatever their need or identity.

Students have full and open access to a broad and balanced curriculum and to a range of extra-curricular experiences. Attention is given to adequate resources and the development of an appropriate environment to meet the needs of individual students and groups within the school community.

Every area of school life reflects this attention to individual needs and rights, as all school policies are founded on these basic principles, which are embodied in the school aims and values.

STATEMENT OF INTENT

The Angmering School has a duty to maintain the safety of students and staff, prevent serious breaches of school discipline and prevent serious damage to property. It therefore seeks through its various policies, to develop social and emotional literacy and create a calm, purposeful learning environment, which reinforces high standards, routines and clear expectations for behaviour and to minimise risk. However, students who persistently disrupt the smooth running of the school and therefore the learning environment and safety of others, will face consequences for their actions in the interests of the majority in their school community.

The Angmering School recognises that the welfare of the child is paramount, as is the safety and wellbeing of all members of the school community. Exclusions from the school community, whether fixed term or permanent, are damaging to a student's self-esteem, educational outcomes and life opportunities. They diminish the sense of belonging to the community and engagement in learning. As such they are used sparingly and only as part of overall behaviour and safeguarding strategies which seek to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.

Periods of removal from lessons are used for serious or persistent breaches of the school Behaviour Policy. The primary aim of fixed term exclusions issued to students is to ensure that a plan can be produced or reviewed to ensure the safety of the school community. These are used when other strategies, interventions and sanctions have not been effective over time or when there has been a single clear and serious breach of the school's Behaviour Policy. Longer fixed term exclusions may be used for very serious incidents which compromise the safety of the school community and for frequent high-level disruption to lessons, where the safe learning and safety of the school community has been placed at risk.

The school seeks to avoid permanent exclusions and sees these as the very last resort. These take place in response to a serious breach, or persistent breach of the school's Behaviour Policy or where allowing a student to remain in school would seriously harm or prejudice the education or welfare of the student or the school community as a whole. Serious acts or threats of violence, selling drugs, using class A drugs, hate incidents or crimes, including severe verbal bullying and fire setting or serious vandalism are likely to come within this category. A student will only be excluded on disciplinary grounds. The decision to exclude must be: lawful – rational – reasonable – fair – proportionate.

The school has in place behaviour strategies, targeted pastoral care and interventions, both internal and external, and provision which address, attempt to deescalate and change the types of behaviour which may lead to exclusion. Students may be referred to outside agencies where there is a support need that cannot be met by school staff, interventions or provisions and where there is an escalating need for such support. Use of a 'managed move', with the consent of the parents is sometimes considered in avoidance of permanent exclusion in the short or medium term.

REQUIREMENTS ON SCHOOLS

Headteachers and Governors must, by law, have regard to the Statutory guidance document *when* making decisions on exclusions and administering the exclusions procedure. Thus, the guidance has been adopted by the Local Authority and by the Governors of the school. It is valid for all exclusions from 1 September 2017.

PRINCIPLES AND PRACTICE

Managing Behaviour in School

- The school has policies, procedures and staff training in place all of which promote good behaviour and positive psychology when working with students and families. This includes awarding credits, commendations, sending postcards and letters home, positive report, reward trips, use of a 'rewards store' and celebration assemblies.
- Established and effective means of containing and dealing with problems which are part of the overall behaviour support strategies are implemented in all areas of the school's work. Senior Leaders, Year Team Leaders and Subject Leaders are at the forefront of this work and ensure that subject teachers and tutors are supported in their work with students.

- A system credits and rewards, of detentions of escalating degrees of length and timing, “parking” (placement in adjoining classes) periods of reflection and reintegration, and ‘Restorative Justice’ work underpin the strategies.
- If a student’s behaviour continues to be inappropriate, the school employs a wide range of approaches. It always seeks to engage parents and assess and provide a range of support for individual needs including measures such as changes of group, mentoring, an in-school Learning Support Centre for adjustment work, a modified curriculum and alternative provision, including work-related learning, especially at Key stage 4, temporary or part-time placement in out of school learning centres or managed moves (with the consent of all). We ensure that disruptive behaviour is not an indication of unmet needs.
- Our SEND students are supported by our Learning Support Team and we ensure that we do not use exclusions unfairly.
- Additional support and monitoring, including SEMH, Behaviour, Pastoral Support and Progress Plans, counselling, mentoring and, in a small minority of cases, highly targeted and bespoke therapeutic planning are put in place for students at risk of exclusion as part of a planned intervention.
- Outside agencies are involved as required and available often as a result of taking the case to the Early Help and referrals to Integrated Front Door in order to work towards a multi-agency assessment is considered. Additional referrals may also seek support from The Learning and Behavioural Advisory Team, inclusion mentors and other targeted youth work and support, amongst others.
- The school employs counsellors and targeted student and family workers to ensure that our students can be supported if necessary.
- Our Schools Youth Officer will discuss issues with our students and their families.
- The Headteacher, Deputy or Assistant attends the Area Vulnerable Pupils’ Placement Panel and Behaviour Forum, working collaboratively across the area to reduce exclusions and provide appropriate support.

Removing students from the school

- Students may be given permission to leave school to return home and remedy breaches of the school’s rules on appearance or uniform but this is a short absence, logged as such. If the breaches continue, they may then be dealt with through the behavior management and attendance procedures.
- A student may be required to remain away from school by reason of a medical condition which presents a risk to the health and safety of them and others. This is agreed with the health authorities and logged as an authorised absence unless education is being provided off-site in which case this is registered. Parents are always consulted.
- Occasionally a student may be considered medically or emotionally unfit to remain in school for his or her own safety (for example when a student is suspected of ingesting an unknown or illegal substance). Parents will then be contacted and asked to come into school to collect the student before further consideration over the next steps.
- Exceptionally, if a student has been accused of a serious criminal offence but the offence took place outside the school's jurisdiction and the Headteacher does not have access to sufficient information to move to permanent exclusion, the Headteacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that student to be educated off site for a certain period, subject to review at regular intervals and with safeguarding of the child and the school community the paramount consideration. This is not exclusion, but leave of absence. In this case the Headteacher consults Local Authority representatives and will ensure that appropriate educational provision is in place in agreement with the Local Authority.

- If there is sufficient evidence that a student has committed a disciplinary offence and if allowing the student to remain in school would seriously harm or risk the education or welfare of the student or others in the school, the student may be excluded from school for a fixed period or permanently.
- Occasionally a student is not deemed to be safe to attend school during unstructured times. If no alternative provision can be arranged, the school will make alternative arrangements for supervision over lunchtimes.
- Elective Home Education or Off Rolling is never suggested as an alternative to exclusion but, as parents have a right by law to do this, it is, on occasions, discussed at the request of parents and carers outside of the exclusion conversation and framework. The school will never advise a family to electively home educate their child and sees to proactively prevent this and avoid it as an outcome for all children. All families who choose to electively home educate their children have information about this decision passed on as necessary to relevant persons in the Local Authority, such as the Admissions Team, the Elective Home Education Team, the Pupil Entitlement and Investigations Team, Integrated Front Door and the Child Missing in Education Team.

Exclusions

- Parents/Carers are kept informed of ongoing issues related to conduct, behaviour, safety and engagement and are involved at the earliest possible moment when external exclusion is to be considered.
- When exclusion is implemented, the school fulfils its legal duty of care, informing parents at the earliest opportunity. When a parent cannot be contacted the student is kept in school so as not to place the student at risk. Exceptionally, police or other professionals, such as social workers may be involved.
- Parents/Carers are notified of the reasons for the exclusion and the fuller details of any incident(s) leading to the decision to exclude, and of their right to make representation to the Governing Body.
- Students are involved and invited to attend any meetings and give their views. They will also give their own, signed, statement which must be written by them or transcribed verbatim otherwise.
- Work is sent home or online links provided for the duration of the exclusion.
- A reintegration meeting is arranged for all fixed-term exclusions with the student and parents/Carers in order to outline expectations and assist the reintegration by providing support, interventions/provisions and targets designed to promote improved behaviour. Parents/Carers are expected to share responsibility and work in partnership with the school.
- If there is a persistent lack of support from parents/Carers, the school will consider referrals to Integrated Front Door, the Fair Access Team, Pupil Entitlement Investigation Team and may also take advice from other Local Authority Officers and teams.
- The school reserves the right to explore application for a Parenting Order if the Local Authority supports this, where there is a persistent lack of support from parents but always explores all other avenues first.
- Permanent Exclusion is a last resort where all other avenues of support, adjustment, intervention and provision have been exhausted or where the student and their family have not engaged. Considerations of the safety of the school community are also paramount in any decision around permanent exclusion. Any decision over permanent exclusion is never entered into lightly and is only warranted where hurt or harm may be caused or where allowing students to remain in school will harm the education or welfare of others

- Each case is considered on its own merits: the actual behaviour is weighed against similar incidents; the collective staff knowledge of the student is taken into account; the student's response is considered; consideration is given to the welfare of the wider school community.
- Principles of natural justice apply to the process of decision-making. This includes the right to information, to reply, to impartiality, to support and to appeal.
- Fixed term or permanent exclusion is not a replacement for action through the criminal justice system where the latter is deemed appropriate. It may be used as well as, or instead of, action by the police but always with the best interests of the individual being weighed in conjunction with the best interests of the school community after full discussion with all parties. In cases where there is an investigation, the Headteacher will not postpone taking the decision, but will ensure it is fair and that all investigation is completed expediently and lawfully.
- If an exclusion is for longer than 5 days, alternative provision will be given to enable the student to continue their education and the parents informed of the arrangements. This may include direction to another educational site from the sixth day of the exclusion.

The decision to exclude

- The decision to exclude a student for a fixed period is taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where other sanctions, safeguarding measures and support systems have failed or the breach is very serious.
- Individual fixed period exclusions are for the shortest time necessary to review the plan for the student and ensure their safe return to school, without adverse educational or safeguarding consequences. Where it is clear that fixed period exclusions are not being effective in deterring or addressing poor or unsafe behaviour, alternative strategies, interventions or provisions for addressing that behaviour are considered in consultation with specialist staff in school and external partners.
- Only the Headteacher, or the deputy in their absence, can exclude a student. Other exclusion-related activities are delegated to the Headship Team.
- All fixed term exclusions meet the regulations in terms of length and are notified to the Local Authority as required.
- The decision to exclude a child **permanently** is taken very seriously. It may be used in response to very serious breaches of the school's behaviour policy or when the student's remaining in the school would seriously harm the education or welfare of the school community.
- Such decisions are only taken when the basic facts have been clearly established on the balance of probabilities. Exclusion is normally the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student, including a referral to the Alternative Provision College. It is a last resort.
- Exceptional circumstances which could lead to a permanent exclusion for a single offence, include serious actual or threatened physical violence with or without a weapon; sexual abuse or assault; supplying an illegal drug, possession of a Class A drug, carrying an offensive weapon, serious acts of discrimination tantamount to a hate crime. Again, the decision would be taken when the basic facts have been clearly established on the balance of probabilities and all factors have been carefully considered.
- Where a criminal offence has taken place, the police may be informed and Integrated Front Door or other professionals involved as appropriate. This may include making new referrals for professional support as necessary.
- Any issues which may have contributed to the behaviour of a student such as mental health issues or bereavement are taken into account.

- All procedures are followed according to the guidelines and the Local Authority are informed at all stages.

The process leading to the decision to exclude

- Any threat to safety is the first consideration.
- Evidence is collected from any witnesses, victims and students concerned and a thorough investigation carried out. This may also include other forms of evidence, such as CCTV.
- The student is encouraged to give their account. This and any other statement is written, signed and dated where possible.
- Once evidence has been gathered the decision as to whether or not to exclude is taken by the Headteacher and their deputy together or by the deputy and another senior leader in the Headteacher's absence. Any decision to make the exclusion permanent must be made by the Headteacher.
- All the evidence supporting the allegation is considered including any extenuating factors such as provocation from bullying, harassment, whether the child has an EHCP (Education and Healthcare Plan), whether the child is in the Care of the Local Authority, the Disability Discrimination Act or the Equalities.

Standard of Proof

- The standard of proof applied when moving to exclusion is that of the balance of probabilities. This means that the Headteacher decides that it is more probable than not that the student did what he or she is alleged to have done.
- Where the allegation is very serious, the Headteacher may take into account past behaviour and causation, where relevant, and will require a wider range of convincing evidence.
- Where a police investigation is in progress and the Headteacher does not have all the evidence, they may still proceed to exclusion if they are able to make a decision on the balance of probabilities from the evidence at hand.

Key Personnel: Roles and Responsibilities

Governors, in partnership with the Headship Team, fulfil the statutory requirements.

The Full Governing Body meets regularly to review behaviour data, trends and incidents. It assesses, monitors and evaluates behaviour across year groups and for individual students. The Headship Team reports directly to the Full Governing Body and the Full Governing Body ensures that returns are provided for the Local Authority.

The Governors' Disciplinary Panel consider and confirm fixed term and permanent exclusions. The Governors' Disciplinary Panel, on behalf of the Governing Board, has the power to direct reinstatement.

The Headteacher makes the decision to exclude a student. They work closely with the **Headship Team**, which monitors, reviews, evaluates and develops policy and practice and contributes to the work of the Governors. All exclusion cases are treated in the strictest confidence. Only those who need to know the details of an exclusion are informed of them. Within these boundaries, the Headteacher gathers the opinions and takes advice from members of staff who are working with a student. In the case of fixed term exclusions, the Headteacher may delegate some responsibility to a member or members of the Headship Team. The Headteacher alone makes the decision to proceed to permanent exclusion.

Senior Leaders and other Team Leaders under the direction of the Headship Team and the Senior Leader for Behaviour and Pastoral monitor, evaluate and review behaviour in the classroom, develop curriculum area strategies and procedures, monitor individual target setting for students and take action to make improvements.

Year Team Leaders deliver positive behaviour strategies during Assemblies. They monitor, evaluate and review practice and progress and lead the team in mentoring students. Working with the Headship Team, the SEND and SEMH teams, they develop, monitor and evaluate interventions and provisions, the Anti-bullying Policy and that of Rewards and Sanctions. They uphold and model the standard for Classroom and Community Rules with tutors and students, lead the Year Team Council and work closely with parents/Carers and outside agencies.

All Staff uphold the highest standards for behaviour and engagement, implementing the policies and strategies, fostering adherence to classroom rules, rights and responsibilities and maintain the rewards and sanctions guidelines to promote appropriate behaviour, which reduces fixed term and permanent exclusions.

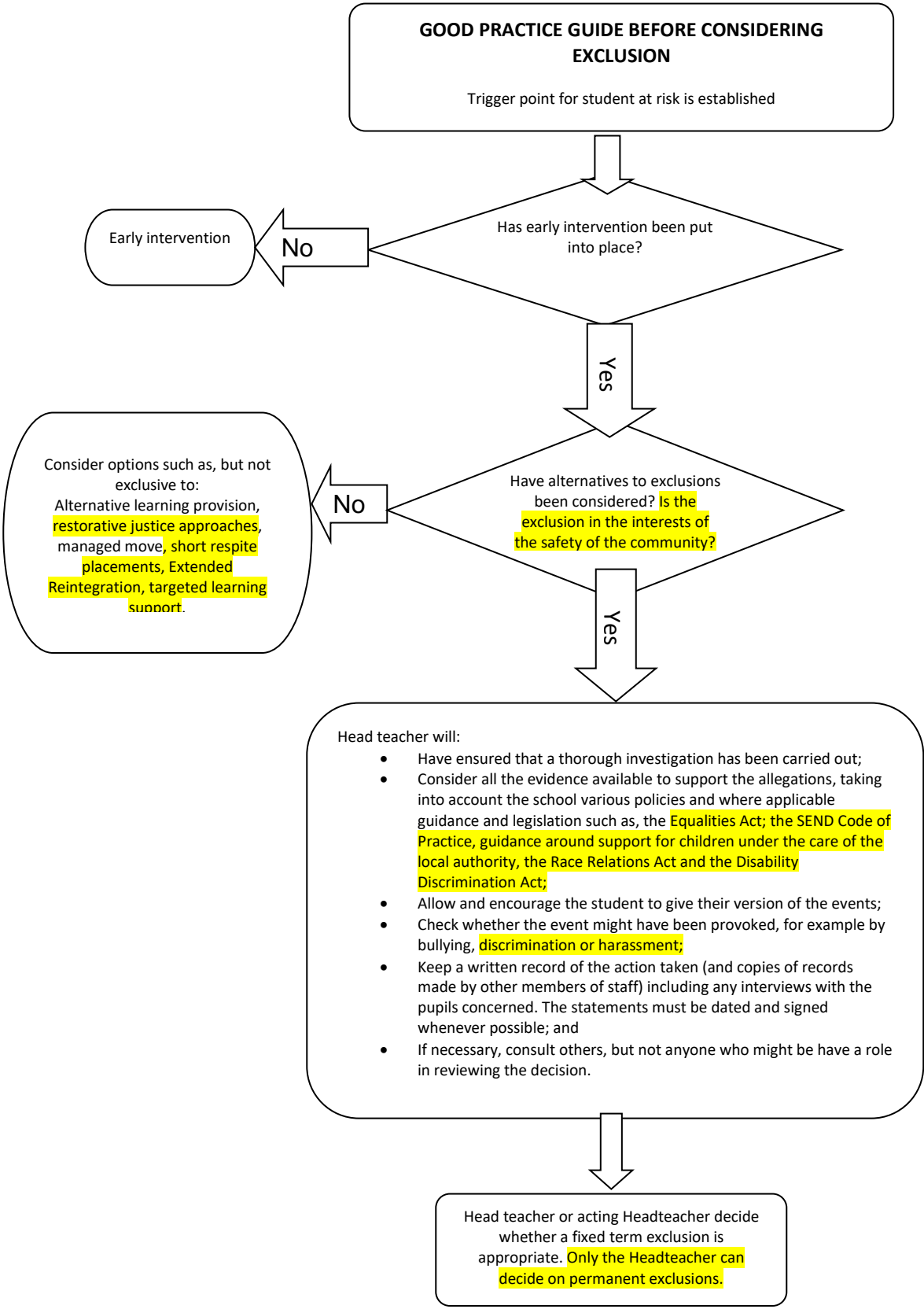
Links with other Policies:

This policy links others. In particular it relates to: Single Equalities Policy; Child Protection; Physical Contact and Restraint; Race Equality; Special Educational Needs; Drugs Education Policy; Behaviour Policy; Anti-Bullying Guidelines;

Success Criteria for Policy:

Quantitative and qualitative data indicate the following:

- ✓ No fixed term exclusions take place outside the criteria.
- ✓ Fixed term exclusions are used sparingly, with a focus on safety of the community and always within a framework of strategic planning, intervention and individual target-setting for students, when other strategies are not successful.
- ✓ Parents/Carers support action taken by the school in the case of any type of exclusion.
- ✓ Permanent exclusion is always the last resort and all efforts are made to avoid this outcome where possible.



FLOWCHART FOR FIXED TERM EXCLUSIONS

Decision: Head teacher OR acting head teacher takes the decision to exclude a student for a fixed period.

Contact parent/carer: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the student. The child's welfare must always be the prime consideration.

Exclusion during morning session:

If the exclusion takes effect from the afternoon session, notice must be given to the parent/carer before the start of the afternoon session.

Exclusion during afternoon session:

If the exclusion takes effect from the next school day, notice to the parent must be given before the start of that school day.

If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session.

Written notice:

The head teacher must give a written notice to the parents/carers informing them of:

- the precise period and the reasons of the exclusion;
- the parent's/carer's duties during the first five days;
- the parents/carers right to make representation to the Governing body and how the student may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the student during the initial 5 days of the exclusion;
- if relevant, the school day on which the student will be provided with full-time education; and
- if relevant, details of a reintegration interview.

The head must inform the Governing Body and a Governor's Disciplinary Panel must be convened if a student is being excluded for more than 15 days in any one term. Students can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.

Reintegration interview:

Secondary: School **must** offer a reintegration interview for an exclusion of 6 or more school days, **but school policy is that this will take place for every fixed term exclusion.**

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent/carer and the student at the end of the exclusion at a date and time convenient for the parent/carer on the school premises. The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent/carer fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the student, a parenting contract may be offered, **along with referrals to support services.** If the parent/carer fails to engage with the school or LA in attempting to improve the child's behaviour, **the school or LA may refer to Integrated Front Door or consider applying to the Magistrate's Court to compel the parent to comply with certain requirements.** See related

