

HEALING
SCHOOL



A Science Academy

Healing School – A Science Academy

Exclusion Policy

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Consultations/Training	SLT, Governors, Area Leaders, Subject Teachers

POLICY STATEMENT

General Statement

Healing School – A Science Academy demands the highest standards of behaviour and will impose a range of strategies to maintain these standards. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

A decision to exclude a pupil, either for a fixed period or permanently, is seen as a last resort.

Healing School has a range of strategies and procedures in place to promote good behaviour and appropriate conduct. A fixed term temporary exclusion should be for the shortest time necessary.

Purpose

- To provide and maintain a safe and secure environment where all pupils can thrive.
- To show the range of strategies that should be exhausted before an exclusion is necessary.
- To maintain the high standards which are in place in Healing School.

Fixed Term Exclusion

Reasons for exclusion:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school
- An act of serious aggression
- Unacceptable and offensive language used directly at any member of staff
- Possession of any illegal drug on the school premises
- Breakdown of the relationship between the school and parents
- Persistent or cumulative problems in line with the behaviour policy (this will only be imposed after the school has offered and implemented a full range of support and management strategies)

(This is not an exhaustive list but merely examples)

Permanent Exclusion

A permanent exclusion is a very serious decision that can only be made by the Principal. As with a fixed term exclusion, it will follow a range of strategies and be seen as a last resort, or will be in response to an extremely serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or member of staff
- Carrying an offensive weapon with intent
- Persistent and / or serious bullying (including via social media of pupils or a member of staff
- Persistent racial or sexual harassment
- Possession and / or use of illegal drugs

(This is not an exhaustive list but merely examples).

Behaviour outside school

Pupils' behaviour outside school on school business e.g. on school trips, at sports fixtures, is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. For behaviour outside the school, not on school business, the Principal may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Principal should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the school's behaviour policy
- developing strategies to prevent the pupil's behaviour
- requesting external help with the pupil
- staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Procedures within Healing School

These are in Appendix 1

Monitoring and review

The Governing Body

The Governing Body, supported by the Principal, will review the policy annually.

Learning Directors

The Learning Director/Vice Principal will report behaviour, internal and external exclusions to the Senior Leadership team every term.

Subject teachers and tutors

Subject teachers and tutors will regularly monitor classroom materials and ensure they inform the Key Stage Learning Coordinator of any racial incidents.

Relationships with other School Policies

Anti-Racism Policy

Anti-bullying Policy

Behaviour Policy

SEN Policy

Teaching and Learning Policy

Community Cohesion.

APPENDIX 1

Procedures/Implementation

The decision to exclude

If the Principal decides to exclude a pupil he/she will in conjunction with the Vice Principal:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the pupil
- contact the parents, explain the decision and ask that the child be collected
- inform parents of their responsibility to ensure that their child is not present in a public place during school hours for the first five days
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of exclusion of six days or longer in conjunction with the Local Authority
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
- 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
- plan how to address the pupil's needs on his/her return
- plan a meeting with parents and pupil on his/her return
- inform own and, if different, pupil's home Local Authority immediately of any permanent exclusion

The school will also:

- be working in partnership with parents to improve behaviour and tackle persistent absence
- have in place simple, effective referral processes to ensure that as well as notifying parents, off-site providers have as much notice and information about the pupil as possible
- review on a regular basis their processes and strategies in dealing with day six provision

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

Managed move

In cases where the Principal and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably the Principal may require the pupil to be moved into alternative provision. This is not exclusion and in such cases the Principal will assist the parents in placing the pupil into the alternative placement. The Vice Principal/Assistant Principal (Guidance) will work with the local Behaviour and Attendance Collaboration (BAC) to assist with this process.

Removal from the school for other reasons

The Principal may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils 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.

Marking attendance registers following exclusion or managed move

When a pupil is excluded temporarily, Pupil Services will ensure they are marked as absent using code E. Following a managed move to an alternative provider; if the pupil remains on our role, Pupil Services will liaise with the placement for attendance and ensure they are dual registered.