



## **Exclusions Policy**

### **Introduction**

This policy should be read in conjunction with the Behaviour Policy. The elements of the Behaviour Policy in relation to behaviour consequences link directly with the Exclusion Policy.

### **Policy Statement:**

Priory Community School wants every student to achieve to the best of his or her ability. We pride ourselves on rewarding students for all achievements, be they academic, pastoral or extracurricular.

However, if school expectations are not being met then a range of sanctions can be applied to individual circumstances. Students who persistently behave in an inappropriate manner or who are involved in 'one-off' serious incidents may be identified as being at risk of exclusion.

The Behaviour Policy has a four stage disciplinary procedure which can be employed if a student is identified as being at risk of exclusion. There is also an 'Isolation Room' which can be used for students who may, previously, have been excluded externally for short periods of time.

### **Aims:**

To provide clear guidance when isolation or exclusion is appropriate. To encompass the key elements of the DFES guidance on exclusion from schools.

### **Exclusion Procedures**

#### **Stage 1:**

Student is identified as being at risk of exclusion this could be the result of accruing 30 or more points on their SIMs log or for more serious incidences. The Head of Year meets with and formally advises parent that the child is to be placed on stage 1 of the disciplinary procedure. A letter is sent home and the decision is logged with the Head of School's PA.

#### **Stage 2:**

If no improvement is seen after an agreed period of time, or if a student's behaviour deteriorates rapidly, a student can be placed onto stage 2 of the procedure. The Head of School and Vice Principal meet formally with parents and advise them that the child is to be placed onto stage 2. The child is assigned a named keyworker and a Pastoral Support Plan (PSP) is written. The student may be isolated or externally excluded prior to discussion with parents. The decision is logged with and a copy of the PSP is placed with it.

**Stage 3:**

If a student fails to respond to a wide range of support or if a student is involved in a one off very serious incident they may be placed onto stage 3 of the disciplinary procedures. Often this will follow a period of external exclusion from school. Parents and student are invited to a formal meeting, chaired by a school Academy Member, with the Head of School, Vice Principal and Head of Year. A formal warning is given and the Academy Council warns the student and parents about the possibility of a permanent exclusion from school if the students' behaviour does not improve. Where appropriate the child's PSP will be updated and they will be asked to sign a behaviour contract. Minutes of the meeting are taken and these are logged with the Principal's PA.

**Stage 4:**

A student who reaches stage 4 of the disciplinary procedure is excluded from Priory pending a governors hearing to consider making this decision permanent.

**Review:**

At each stage review dates are set and students can be moved down a stage of exclusion following periods of good behaviour.

**The Pastoral Support Plan (PSP)**

A Pastoral Support Plan is a document designed to support any student whose behaviour puts them at risk of exclusion from Priory Community School. Parents, students and, if possible, an LEA representative are invited to discuss the behaviour which is causing concern, what the students can reasonably do to put it right and what additional support the school will put into place to help the student improve their behaviour

**Internal Exclusion:****Aims:**

- To provide an area of isolation as punishment for extremes of inappropriate behaviour.
- To ensure that excluded pupils continue to receive equality of education.
- To reduce the number of external exclusions.

**Procedures**

Before any student can be referred to the isolation room a member of staff must have followed all procedures within the school behaviour policy.

Formal referral to the isolation room is by members of the Leadership Team only, Head of Year and Head's of Faculty will be consulted and, where possible, involved in the process.

The majority of referrals are for the period of one day, however members of the Leadership Team may, in consultation with other staff increase or reduce this time. Some students with diagnosed behavioural syndromes may be unable to cope with a full day in isolation, and time may be spread over two days, or reduced if, for example, a student is on a part time timetable.

When a student is referred to the Return to Learn room parents must be contacted and informed of the duration and reason why. This should also be put

into a letter and sent home, a copy of the letter will be kept on the child's school file.

On the day that a student is placed into R2L they should report to student services at 8:40 a.m. They will be taken to R2L as soon as the duty member of staff arrives. Students should be aware of their time in isolation, however if they have failed to appear as requested the Head of Year should collect the students from their tutor group and escort them to the R2L. All students who are in R2L should be in R2L by 9am.

At the start of lesson 1 staff are asked to read the rules of the R2L to the students. Staff must complete a report sheet at the end of each lesson. This will be collected at the end of the day, and comments recorded on the school SIMS system. Inappropriate behaviour or failure to carry out work in isolation will lead to either additional time in R2L, or an external exclusion.

Work and equipment is provided for students in R2L on which is relevant, and appropriate to the age and ability of the student. A selection of worksheets and textbooks are also left in the R2L and staff may set additional work if they deem it necessary.

On return to mainstream, the student should be placed on report to monitor behaviour. Students should also be referred to other relevant professionals if this is deemed necessary.

#### **External Exclusion:**

#### **Fixed Term Exclusion**

This type of exclusion is free standing. It can be used by the Principal as a method of punishment, or to obtain time to more fully investigate an incident. It is also usually used in conjunction with the stages outlined in the disciplinary procedure. A student can be excluded for up to 45 days in a school year.

For the first 5 days of any FTE Priory must inform parents of their responsibility to ensure that their child is not present in a public place in school hours. Parents could face a fixed penalty notice if their child is found in a public place during school hours without reasonable justification. On the 6<sup>th</sup> day of exclusion Priory is responsible, with other LEA partners, for educational provision for the child, be it in school, in another school or through the EOTAS service.

Therefore, all FTE should be of a period less than 6 days. A 5 day FTE will automatically result in a governors hearing being convened and the student being placed onto stage 3 of the disciplinary procedure and a PSP being written.

#### **Permanent Exclusion (PEX)**

If a student is involved in a one-off very serious incident, or if they have a cumulative record of less serious incidents that are proven to be consistently disrupting the well being and learning of other students, the Head of School at PCSA may decide to exclude the child permanently from school.

When the decision is taken to permanently exclude a student from school, a hearing will be convened involving Academy Council members, the Head of School appropriate school staff, parents, the student and a representative from the LEA. The student will be excluded from school until the hearing takes place. At the hearing the Academy Council will listen to the reasons for the exclusion being made permanent and what strategies have been employed to support the student and to help them to modify their behaviour. The Academy Council will then either ratify the Head of School's decision or reinstate the student.

Following the hearing, the parents have the right to appeal against the decision within an agreed timeframe. An independent panel is then convened to hear the presented evidence; the panel has the ability to overturn the decision if it is deemed appropriate.

Once the decision to PEX has been ratified the child may no longer return to Priory Community School and is then moved to another school.

At all times children with SEN or with disabilities must be given special considerations. Students with SEN should only be excluded in exceptional circumstances and only after the school has done its statutory duty to ensure that the necessary provision to support the child is in place. Students who have disabilities, including those with challenging behaviour related to their disability require consideration under the Disability Discrimination Act 1995 which defines excluding the child as discriminatory. This applies to both FTE and PEX. The exclusion of a disabled pupil can only be justified if there is material and substantial reason for it and the Head can show that there were no other reasonable steps that could have been taken to avoid the exclusion.

Race relations legislation requires schools to take steps to ensure they do not discriminate against pupils on racial grounds when making a decision whether to exclude a pupil. Priory will monitor and analyse exclusions by ethnicity to ensure that no group of pupils is treated more harshly than any other.

Looked After Children LAC can be at particular risk of exclusion. Priory will be especially sensitive to exclusion issues where LAC are concerned. In cases where a looked after child is excluded anyone who is legally defined as a parent will have the right to make representation and to appeal against a decision.

**Policy Review:**

The working of this policy will be reviewed by the Governors Support Committee

As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements and LEA advice.

**Review Data:**

At the annual review the following data will be examined

- Number of exclusions with year on year comparisons
- Number of students placed in R2L
- Number of students referred to EOTAS service
- Patterns of exclusion

**Date Policy Approved – November 2016**

**The designated person is: Head of School**

**The Policy is to be reviewed biannually and the next review is due in November 2018**