



# Wigston Academies Trust

## SCHOOL EXCLUSION POLICY: STATUTORY

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|--------------------------|-----------------------|
| <b>DATE APPROVED:</b>    | November 2019         |
| <b>APPROVED BY:</b>      | Executive Headteacher |
| <b>REVIEW FREQUENCY:</b> | Annually              |
| <b>DATE FOR REVIEW:</b>  | November 2020         |

Signed by Executive Headteacher:

Date:

21<sup>st</sup> November 2019

## **CONTENTS**

- 1. Introduction**
- 2. Internal Exclusion**
- 3. Fixed Term Exclusion**
- 4. Fixed Term Exclusion 6 days or more**
- 5. Public Examinations**
- 6. Permanent Exclusion**
- 7. Reintegration Interviews**
- 8. South Leicestershire Behaviour Partnership**
- 9. Managed Move**
- 10.1 Outside Agencies**
- 10.2 The Police**
- 10.3 Social Services and Child Protection Team**
- 10.4 CAMHS**
- 10.5 Educational Psychologist (EP)**
- 11. Investigation of Serious Incidents**
- 12. Complaints Procedure**

## **1 INTRODUCTION**

The decision to exclude a student can only be taken by the Headteacher or Executive Headteacher. Advice is taken from the Deputy Headteacher who manages the process. For Internal exclusion this responsibility is delegated to the Deputy and Assistant Headteachers (Behaviour).

The decision to exclude will be based on the balance of probabilities after enough evidence has been collated from various sources. The student under investigation should be given the chance to have their viewpoint taken into account and if an external exclusion is a possibility then a written statement should be taken. Our overall aim is to reduce the need to use exclusion as a sanction.

A serious incident or persistent failure to comply with the school's behaviour expectations could result in:

- Internal Exclusion
- Fixed Term Exclusion (less than 6 days)
- Fixed Term Exclusion (more than 6 days)
- Permanent Exclusion, or a Tier 4 Behaviour Partnership referral

*These exclusions are administered according to common guidelines.*

## **2 INTERNAL EXCLUSION (9:00 A.M. – 3 P.M.)**

If internal exclusion is the right course of action then this can be for up to 5 days. The process should be as follows:

- Parents/carers are contacted with the necessary information
- Letter is sent by Admin detailing the reasons for the internal exclusion.

There is no right of appeal to internal exclusion. If a parent refuses for their child to go into the exclusion room a discussion will take place with the Deputy Headteacher (Behaviour). If this cannot be remedied then the student may be externally excluded for a period up to 5 days.

Whilst in the Internal Exclusion Room (IER), students will complete work provided by their teaching staff, but the room will contain generic work for some subjects. Students will be expected to complete a reflection task, in order that they may take responsibility for their actions.

## **3 FIXED TERM EXCLUSION**

A fixed term exclusion will always be followed by a return from exclusion meeting involving the student, parents and carers, a senior member of staff and possibly a member of the board of Trustees. The meeting must establish the student's readiness to return to school and to behave appropriately.

Examples of behaviours that could trigger an exclusion include;

- Persistent failure to comply with school behaviour policy
- Persistent refusal to follow staff instructions
- Dangerous behaviour

- Continuing any behaviour outlined above
- Poor behaviour while in the Internal Exclusion Room (see above)
- Dangerous behaviour
- Bringing alcohol or illegal drugs into school or being under the influence of alcohol or other banned substances/items e.g. fireworks
- Theft
- Harassment or intimidation of a member of staff or student at school or off site (including cyber-bullying)

During a fixed term exclusion of up to five school days the Academy will supply the student with daily tasks, usually provided by the pupil's subject teachers, to be completed at home. This can be collected at 9.00 am, or another pre-arranged time, by the parent/carer from reception, or may be posted or emailed home. Work set should be returned completed the following day or handed in at the reintegration meeting.

A student accumulating a number of fixed term exclusions will be seen by a Governors Panel. The panel is set up to establish ways of supporting the student before the number of exclusions necessitates the consideration of a permanent exclusion. The Governors would normally consider this option when a student has accumulated a total of 16 days fixed term exclusions.

#### **4 FIXED TERM EXCLUSION 6 DAYS OR MORE**

If an exclusion of more than 5 days is seen to be appropriate then the above protocol will apply alongside the following additions:

- Either;
  - a) The Internal Exclusion Room will be used to provide education provision after the fifth day, or
  - b) Partner schools will be contacted to provide education provision after the fifth day.
- The parents have a right of appeal to a panel of governors. The protocol for this is set out in the Department for Education guidelines.

#### *Exceptional Circumstances*

Exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence may arise. These might include an incident of:

- a) Serious actual or threatened violence against another student or member of staff;
- b) Sexual abuse or assault;
- c) Supplying, using or carrying an illegal drug;
- d) Carrying an offensive weapon;
- e) Arson.

The Trust will consider whether or not to inform the police where such a criminal offence has taken place. The Trust will also consider whether or not to inform outside agencies e.g. Youth Offending Service, Social Workers etc.

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

Pending further investigation, a fixed term exclusion may result in a permanent exclusion.

## **5 PUBLIC EXAMINATIONS**

If the student is preparing for a public exam then this may impact on the length of the exclusion. Excluded students must be allowed to attend to sit a public exam although alternative arrangements may need to be made for that student once in school e.g. doing the exam in isolation.

## **6 PERMANENT EXCLUSION**

As stated above, persistent failure to respond to fixed term exclusions could result in permanent exclusion from the Academy.

A permanent exclusion may also be considered as a result of one-off incidents such as;

- Serious actual or threatened violence against another student or individual
- Serious damage to school property
- Any violence towards a member of staff
- Sexual abuse or assault
- Supplying, or intention to supply illegal drugs
- Carrying or using an offensive weapon
- Persistent serious bullying
- Where the health and safety of others is at risk, for example setting off fireworks.

*Please also see the school's Drugs Policy for further guidelines and information.*

## **7 REINTEGRATION INTERVIEWS**

Students returning from exclusion will have a formal meeting with the Headteacher, Deputy or Assistant Headteacher before they return into the school community. Parents/carers are expected to attend.

Following each exclusion the Academy will review its behaviour management of the excluded student. This may result in a Pastoral Support Plan being written or other plans drawn up.

## **8 SOUTH LEICESTERSHIRE BEHAVIOUR PARTNERSHIP (SLBP)**

Members of staff in SLBP will liaise with School Heads and other staff to identify student requiring support with behaviour and make appropriate arrangements for putting that support in place.

## **9 MANAGED MOVE**

The Trust works in partnership with other schools in the area and may consider a managed move as an alternative to permanent exclusion. This involves giving the student an opportunity to complete a trial period in another school, with a view to a permanent move if the trial period is successful. This provides an alternative to permanent exclusion which is beneficial for the student concerned.

## **10 OUTSIDE AGENCIES**

**10.1** The Trust may, where appropriate, make use of one or more of the following outside agencies if it is felt this could be of support for the student:

### **10.2 The Police**

In the event of an emergency colleagues should contact a member of SLT and the police will be called. An emergency could be an assault, an intruder or a major theft.

The school has a police liaison officer – PCSO, who spends some time on site throughout the academic year and is available to talk to students in a formal and informal setting. The Police Officer may be involved in investigations of serious breaches of the behaviour policy.

### **10.3 Social Services and Child Protection Team**

The Trust will make a referral to a duty Social Worker when information has been disclosed that a child is at immediate risk or danger. This is usually if there is an issue with their carer or support at home but we might also contact them if we think the child is at risk in the community. A referral in this instance would be made by either the Designated Safeguarding Lead or SLT.

### **10.4 CAMHS**

We can refer when we believe a child has mental health problems or if a child is in need of an assessment for educational purposes i.e. for an EHCP.

### **10.5 Educational Psychologist (EP)**

SEN coordinator can make referrals for assessments for those students whose behaviour in lessons is putting them at risk of exclusion. The EP will liaise between school, home and student and then make recommendations based on their findings. This may lead to an Education Health Care Plan (EHCP) or recommendation for further assessments by CAMHS.

## **11 INVESTIGATION OF SERIOUS INCIDENTS**

The Trust seeks to investigate serious incidents in an open and transparent manner. We will inform and involve parents and carers in these investigations as much as possible, though we ask parents and carers to understand that it may not always be practical or possible to contact them at the outset of an investigation.

In some cases it may be necessary to involve the Police, and the school will take guidance from the Police about the nature of the investigation.

In some cases it may be necessary to search students' bags, lockers, etc. Senior staff do have the right to conduct a search without parental consent (Education Act 2011) if they have reasonable ground to suspect that the student may be in the possession of prohibited items (knives, drugs, fireworks, stolen property etc).

## **12 COMPLAINTS PROCEDURE**

In the event of a parent/student having a complaint about how this policy has been implemented we highly recommend that in the spirit of partnership parents contact the school by telephone or e-mail to discuss the complaint.

In the first instance the contact should be the Deputy Headteacher for Behaviour.

The Deputy Headteacher will either take on the investigation themselves, or direct the issue to another senior member of staff.

Every effort will be made to investigate as quickly as possible and to feedback the outcomes as the investigation proceeds.

If the complaint has still not been resolved then parents can contact the Governing Body of the School who, through the Student Disciplinary Sub-group, will consider and adjudicate on complaints. Finally, there is an Independent Appeals Panel.