

Denefield School Exclusions Policy

Approved by Standards on	15 November 2023
Date of next review	September 2024
Review cycle	Annual
Policy control sheet updated	Yes
Type of policy	Statutory
Policy owner	Headteacher
Location of policy	Website

Exclusions Policy

Status

Statutory

Aims and Purpose

Denefield's Exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the school will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.

Where Denefield's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Legislation and statutory guidance

Denefield will always have regard to ' Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England, September 2023.' when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Student Exclusions and Reviews) (England) Regulation 2012 (as amended).

This policy should be read in conjunction with our Behaviour and Discipline policy and the SEND policy.

Application of policy

This policy applies to all members of Denefield's community. The school will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parent/carers and students.

Types of exclusion

Suspensions and permanent exclusions are different: (see Appendix)

Suspensions (previously called fixed-term exclusions) are where a student is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A student may receive a maximum 45 days of suspension in an academic year before being permanently excluded.

Permanent exclusions are where, subject to a decision of the Trust Board to reinstate the student to the school, the student is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's Behaviour and Discipline policy; and where allowing the student to

remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

Roles and responsibilities

All members of Denefield's community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school's community are set out in detail below.

Headteacher:

All decisions to suspend or permanently exclude a student will be taken by the Headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the school's Behaviour and Discipline policy.

Trust Board:

The Trust Board is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parent/carers, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the Trust Board will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the student to the school.

Parent/Carers

Parent/Carers will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parent/carers have with every letter that is sent from the Headteacher.

Students

All students of the school are expected to follow the expectations regarding their behaviour to ensure that all students can learn and participate in school life effectively. Where those expectations are breached, the Behaviour and Discipline policy will apply.

CCTV, witness evidence and student views

The school uses Close Circuit Television (**CCTV**) within its premises. This is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any Trustee review meeting. Please see the school's CCTV policy and Privacy Notices for Parent/Carers and students for more information.

Where witness evidence is relied upon, whether that be from a student or a staff member, the statement(s) will be provided at any Trustees review meeting. All statements will be signed and dated unless the Headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

Before taking a decision to suspend or exclude and where appropriate, the Headteacher will take the student's views into account, considering these in light of their age and understanding, and inform the student about how their views have been factored into any decision made. Where relevant, the student will be given support to express their view, including through advocates such as parent/carers or, if the student has one, a social worker. The Headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

Reintegration strategy meetings following suspension or off-site direction

Where a student is suspended or is directed to be educated off-site, upon return to the school both the student and parent/carer will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the student a fresh start,
- help them understand the impact of their behaviour on themselves and others,
- teach them to how meet the high expectations of behaviour in line with the school culture,
- foster a renewed sense of belonging within the school community; and
- build engagement with learning, so that further suspensions are not needed.

School staff will work with the student to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

The school uses various measures to support a student's successful reintegration including:

- daily contact with a designated pastoral professional in-school;
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the student receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult or a local mentoring organisation;
- regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the student, parents and staff of potential external support.

Whilst reintegration meetings are highly encouraged by the school, students will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

Suspensions before a permanent exclusion

In exceptional circumstances, students may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately

after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

Directing off-site and managed moves

Before taking any decision to permanently exclude a student, the Headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

In the case of directing a student off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a student's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parent/carers to feed in their views about the options.

For a managed move to take place there needs to be agreement between the school, the parent/carers and the new school that a managed move should occur. Before a managed move is agreed to, the student should attend the new school for a trial period to ensure that the new school would be suitable for them. We will share relevant information with the new school and check that they have an integration strategy. At the end of this period, the relevant parties (including the parent/carers) will review the placement before a decision is taken about whether the move becomes permanent.

Independent review panels (IRPs)

The school arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the Governance professional – GovPro@denefield.org.uk, within 15 school days.

Further details on the role and powers of IRPs can be found in part ten of the Statutory Guidance on Exclusions.

Reconsideration by the governing board

Where an IRP either recommends reconsideration or quashes the initial decision of the Trust Board, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the school and parent/carers or may be a reconsideration with only the Trust Board members and the Governance Professional present.

Complaints

If parent/carers have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the Headteacher in accordance with the School's Complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

Equality impact

The school does all it can to ensure that its policies do not discriminate against students or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

Monitoring arrangements

The Trustees will review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the Trustees to ensure the processes and support for students are appropriate:

- the interventions put in place for students at risk of suspension and permanent exclusion
- the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it
- the full-time educational provision for students of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
- any previous placements have been evaluated, including support for any applicable SEND;
- there is a process in place to monitor the student's attendance and behaviour at the provision
- the correct attendance code is being used
- the student's child protection file and any other information relevant to the student's safeguarding and welfare has been securely transferred to their new setting as early as possible
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of students
- the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves
- whether the school register and absence codes have been recorded correctly
- how the behaviour policy is applied and specifically its consistency
- the circumstances in which students receive repeat suspensions
- whether Personal Education Plans for looked after children have been reviewed on a termly basis

This policy will be reviewed annually and will be updated in response to new guidance and/or legislation as necessary.

Who/what was consulted

The Senior Leadership Team

Linked Policies

- Anti-bullying Policy
- Attendance Policy
- Behaviour and Discipline Policy
- Behaviour on a Page (Appendix 2)
- CCTV Policy
- Code of Conduct for parents/carers and visitors
- Curriculum Policy
- e-Safety and Data Protection Policy
- Drugs Policy
- Equality Policy
- Respect and Responsibility Charter
- Safeguarding, Child Protection Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Search and Confiscation Policy
- Use of Reasonable Force Policy

Appendix 1

Decision to exclude

Only the Headteacher, or acting Headteacher, can exclude a student from school. A permanent exclusion will only be issued as a last resort. When establishing the facts in relation to an exclusion the Headteacher will apply the civil standard of proof, i.e. 'on balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

Periods of suspensions

Each incident is considered on its own merits. The school uses the following guidelines when determining the length of suspensions:

A fixed term suspension – internal or external - of up to three days – is likely if students:

- Disrupt lessons, or causes disruption in corridors or other areas, during or outside of lesson time;
- Refuse to follow the instructions of a member of staff;
- Act in a defiant manner by ignoring or deliberately disobeying school rules;
- Truant or refuse to attend lessons;
- Throw any object for any reason;
- Swear at, towards or in the presence of another member of the community.

There may be other reasons for which a fixed term suspension of up to three days is the right response by the school, where other incidents can be seen as serious as those described above.

It is likely that longer fixed term suspension of up to five days will happen if students:

- Verbally or physically abuse another member of the community;
- Verbally or physically abuse another member of the school community based on a protected characteristic, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation;
- Bully, harass or otherwise victimise a member of the community, whether verbally or physically;
- Threaten any member of the community;
- Engage in fighting, including pushing or shoving;
- Make malicious allegations against other students or staff;
- Engage in vandalism or theft;
- Maliciously activate the fire alarm;
- Smoke tobacco or cigarettes they have in their possession;
- Repeating the cause of shorter suspensions.

There may be other reasons for which a fixed term suspension of up three to five days is the right response by the school, where other incidents can be seen as as serious as those described above.

A student may be suspended for between six and 15 days for a repeat of any behaviour that led to a previous shorter term suspension.

It is likely that students will be suspended for 16 or more days in the following circumstances:

- Persistent poor behaviour repeated over time, in spite of sanctions and support having been applied, or
- A serious offence, whilst further investigations are taking place.

It is likely that a permanent exclusion will be issued if students:

- Act in a dangerous manner or put their own or other people's safety in jeopardy;
- Pose a threat to any other members of the school community or take any action that may lead to another student, member of staff or passer-by being put at risk of serious harm;
- Physically assault another member of the school;
- Engage in sexual behaviour or sexual assault, including upskirting, or that may cause humiliation, pain, fear or intimidation;
- Being under the influence of drugs or other illegal substances;
- Being under the influence of alcohol;

Possess any prohibited items, including:

- Knives or weapons, including training knives or other visually threatening implements;
 - Alcohol;
 - Illegal drugs or drugs paraphernalia, including with intent to supply;
 - Stolen items;
 - Fireworks;
 - Pornographic images;
 - Any article which a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person, including, the student;
 - Cigarettes, cigars, e-cigarettes or smoking paraphernalia;
 - Laser pens;
 - Fake ID;
- Supply or intending to supply any prohibited item or substance in school;
 - Regular refusal to comply with staff instructions;
 - Repeating the cause of shorter suspensions.

Behaviour on a page

Our students will

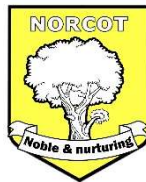
1. Follow staff instructions
2. Not interrupt learning

Our staff will

1. Meet and greet our students
2. Use the stages to ensure learning and safety
3. Give their first attention to good conduct
4. Not argue, but give a reminder, 'This is how we do it here'

CHARACTER values

Confidence
Happiness
Articulacy
Resilience
Ambition
Courage
Tolerance
Empathy
Respect



Stages for good conduct

Stage 1 Verbal reminder

Stage 2 Final reminder

Stage 3 Removal from the lesson

- Students are collected from their classroom and complete their work in a different venue.
- Students who are removed will complete a one-hour detention with their teacher.
- Students who are removed from more than one lesson in a day will remain out all day and complete an extra hour before or after school.

Respect at social times

Staff on duty will recognise and reward good conduct during social times and in corridors.

This is not how we do it here:

- Lazy or direct swearing
- Play fighting
- Being in unsupervised areas
- Unfair or dangerous play
- Disrespectful language

At Denefield we care

1. We care about our students
2. We care about our staff
3. We care about learning

We are a mobile-free school

Phones are switched off and in bags from the moment students enter the school gates to the moment they leave the site. Headphones cannot be visible at any time. Phones will be confiscated and collected by parents if they are seen by staff.

