




King
Ecgbert
School

King Ecgbert School Exclusion Policy

Date ratified:	Last review November 2021 (no changes)
Signature of Chair:	

King Egbert School is a caring, safe, happy and productive school that values and celebrates diversity. All our policies are based on our key values:-

- ***Academic excellence for all***
- ***Showing respect at all times***
- ***Having high aspirations and personal goals that go beyond our time in school***

We are committed to promoting positive mental health and emotional well-being for every member of our staff and student body. We pursue this commitment using both universal whole school approaches and specialised targeted intervention.

1. INTRODUCTION

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted.

At King Egbert School we expect all students to behave in a manner which encourages and motivates all to learn effectively. Students who are not meeting our expectations will be dealt with appropriately in order to help them address their behaviour or attainment issues.

2. LINKS

The Exclusion Policy should be read in conjunction with King Egbert School's Consistent Behaviour Model Policy (CBM) and SEND Policy (which complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (June 2014)).

The Exclusion Policy follows the guidance and legislation set out in:

- **The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012**
- **Behaviour and discipline in schools, advice for Headteachers and school staff 2014**
- **DFE Exclusions from maintained schools, Academies and student referral units in England guide, which refer to the following Education Acts:**

The Education Act 2002, as amended by the Education Act 2011

The School Discipline (student Exclusions and Reviews (England) Regulations 2012

The Education and Inspectors Act 2006 and

The Education (Provision of Full-Time Education for Excluded students) (England) Regulations 2007

3. AIMS and OBJECTIVES

- The purpose of the policy is to briefly outline King Egbert School's approach to exclusion within the statutory framework as defined in *'The School Discipline (Student Exclusions and Reviews- England) Regulations 2012'* and the DFE *Exclusions from maintained schools, Academies and student referral units in England* guide.
- It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.
- To ensure there is a fair, reasonable, rigorous and robust system for dealing with exclusions consistently across school.

4. PRINCIPLES:

Exclusion is a sanction used by the school only in cases deemed as serious breaches of King Egbert School's Behaviour Policy.

A student may be at risk of exclusion for:

- Behaviour that places the student or others in danger.
- Setting off the fire alarm other than in an emergency.
- Any form of physical or verbal abuse towards any member of the school community, including gathering in a large group intending to intimidate others.
- Serious physical assault against another person (student or member of staff).
- Serious bullying and or intimidation.
- Enticing/ organising a confrontation between parties.
- Inappropriate use of social media and electronic/mobile devices.
- Bringing on to the school premises, found in the possession of and/or have the intent to use any harmful or illegal substances, including drugs, cigarettes (including electronic), matches and lighters, alcohol and fireworks. This also applies to travel to and from school.
- Bringing on to the school premises, found in the possession of and/or have the intent to use any type of weapon, including any type of knife / penknife or any type of gun, including toy guns and replicas. This also applies to travel to and from school.
- Serious verbal abuse/foul language directed towards staff.
- Direct and continual refusal to follow reasonable requests (defiance).
- Serious theft.
- Serious racism.
- Malicious allegations against a member of staff.
- Continued breaches of the school behaviour policy.
- Persistent disruptive behaviour.
- Sexual misconduct.
- Deliberate damage to school property or the belongings of others.
- Poor behaviour of a student outside of school that damages the reputation of the school in the wider community.
- Any other extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

The following list, although not exhaustive, gives examples of incidents which would lead to permanent exclusion

- Possession of class A drugs during school hours*
- Selling any illegal drugs to other members of the school community** during school hours
- Selling illegal drugs outside of school hours (for example at the weekend) but making arrangements and establishing 'deals' within school hours
- Use of a weapon to assault any member of the school community. This includes knives, scissors, hammers or any object that could cause serious harm. Assault includes threatening any member of the school community with a weapon.

* School hours includes the normal school day, traveling from home to school, and from school to home, and school trips

** Members of the school community are students, staff and parents

Having agreed that the offence committed fits one or more of the above criteria further considerations will influence any decision about the length of exclusion or whether it is to be permanent, these include:

- The student's previous record
- The threat to the health, safety and welfare of those in the school community.
- The effect on other students in relation to their learning entitlement.
- The threat to the school standards and behaviour.
- The detriment the incident has had on the school's reputation.
- The precedents – how other students have been treated in similar cases (when appropriate)

The above considerations will also determine whether the exclusion is for a fixed term or a permanent exclusion.

- When establishing facts in relation to the exclusion the Headteacher must apply the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt'
- A student may be excluded for one or more fixed periods up to 45 school days in an academic year or permanently.
- **A fixed term exclusion** from school can only be authorised by the Headteacher or the Deputy Headteacher acting on their behalf. If none are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.

5. NOTIFICATION OF AN EXCLUSION

- Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day the exclusion is authorised either by direct telephone contact or in a face to face meeting. Written confirmation of the reasons for the exclusion will be sent to parents.
- Work will be provided by school for the student to undertake during the fixed term exclusion period. This should be completed by the student and returned to school for marking and feedback.
- Students who are excluded will also have the reason for exclusion explained to them so that they understand the nature of their misbehaviour.
- Copies of documents for fixed term and permanent exclusions should be forwarded to the authority immediately. The Local Authority (LA) inclusion officer will be informed immediately of all permanent exclusions.
- In the case of a permanent exclusion a risk assessment and a referral form should be completed and sent to the appropriate officer in the LA to enable them to provide suitable education on the 6th day of the exclusion.

6. STUDENTS RETURNING FROM A FIXED TERM EXCLUSION

All students returning from fixed term exclusion are required to attend a reintegration meeting, accompanied by a parent or carer. This meeting will seek to establish practical ways in which further exclusions can be avoided and behaviour modified to acceptable standards in partnership between the student, parents and the school.

7. PERMANENT EXCLUSION

A decision to exclude a student permanently will be taken:

- In response to a serious breach, or persistent breaches, of the school's Behaviour Policy and...
 - Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in school.
 - In the case of a **permanent exclusion**, this can only be authorised by the Headteacher and must only be done after consulting with the Chair of Governors on the intention to impose this sanction, although the final decision rests with the Headteacher of the school. Once the Headteacher has decided on a permanent exclusion, the student and parents will be informed in writing, a face to face meeting may be called or a telephone call made where this is not possible.
 - The **Governor Panel** will meet to hear the case of the **permanent exclusion**. Both the school and the parents present their case and upon hearing the evidence provided, they will make a decision to either uphold or overturn the permanent exclusion.
 - A Governor Panel meeting must consist of at least 3 governors and there should be representation from the parents, Headteacher and a representative of the Local Authority.
 - All parties will be notified of this meeting and will receive all relevant paperwork at least 5 days before the Governor Panel is due to meet.
 - Where parents dispute the decision of the panel not to reinstate a permanently excluded student they can ask for the decision to be reviewed by an independent review panel. The independent panel cannot direct that the student be reinstated but they can ask for the decision to be reconsidered.
 - Copies of documents for both fixed term and permanent exclusions should be forwarded to the Local Authority immediately.
 - The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school (See CBM Policy)
 - The school regularly monitors the number of fixed term and permanent exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met. Reports are sent to the Local Authority and presented to the Governing Body.

8. APPEALS

- All correspondence regarding exclusion will inform parents of their right to appeal to the Governing Body against the decision to exclude. The procedure is clearly set out in the statutory guidance.
- The person who should be contacted to initiate an appeal is the Clerk to the Governors

9. POLICY REVIEW

This policy will be reviewed on an annual basis.

Reviewed November 2020 – no changes

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