

Chilton Trinity Technology College

Exclusion Policy



We wish to minimise the time which children spend out of school because we value school and learning time. Exclusions will therefore be used sparingly and restricted to serious breaches of School discipline.

RATIONALE

Exclusion from school is used as a sanction for serious breach of school discipline.

Exclusions are used sparingly; alternative sanctions are always considered and used whenever they are more appropriate.

Permanent exclusion will be used only as a last resort and when allowing the child to remain in school would be seriously detrimental to the education or welfare of the student, or that of others at the school, or where this would seriously undermine the good discipline of the school.

GUIDANCE AND COUNSELLING

Counselling, support and advice are seen as important behaviour modification measures which will be used alongside our sanctions.

Restorative approaches may be used as appropriate developing an understanding of the student's impact on others.

ALTERNATIVE SANCTIONS/ACTIONS

- Contact with Parents
- Extra work
- Detention
- 'On Report' to Pastoral Team Leader, Deputy Heads or Headteacher
- Identify special education needs
- Lesson suspension in school
- School Day 1 p.m. – 6 p.m.
- Support from Home Support Liaison Worker or Parent Support Advisor

Liaise with external agencies: social services, educational psychologist, vulnerable childrens panel. YISP Connexions.

Interview the student and parents

Issue a formal warning

Negotiate a Behavioural Agreement with parents

Negotiate Pastoral Support Programme (with parents)

CONSIDERATION OF PRELIMINARY FACTORS

- Student's age and health
- Previous behavioural record
- Extenuating domestic, medical, disability or other circumstances. Disability Discrimination Act
- Parental, peer or other pressures which may have contributed to the behaviour
- Degree of severity and frequency of the behaviour and likelihood of it recurring
- Effects on other students

Whether or not the behaviour occurred at school or when the student was on the way to or from school. If the latter, consider the extent to which the behaviour had a serious impact on the life of the school.

BEHAVIOUR WHICH WILL LEAD TO EXCLUSION

Assault/Bullying

Students are regularly reminded that they may be “excluded” if they assault or bully. The nature and length of this suspension will depend on the preliminary factors listed above. In a very minor case, the “exclusion” will be lesson-suspension and the length of that exclusion will be the time that it takes to undertake an enquiry into the behaviour (possibly, as short as a period). In other instances internal suspension or suspension from school may be more appropriate. In very serious cases, exclusion beyond three days will be appropriate.

When a suspension because of bullying has taken place, a restorative conference may be used to repair the harm done.

Swearing/Verbal abuse

Students are regularly reminded that swearing in school is inappropriate and unacceptable.

If a student swears directly at a member of staff, that student can normally expect to be externally excluded for one, two or three days, depending on the circumstances. If a student is excluded for one or two days this will be followed by an internal exclusion or by a school day of 1.00 pm to 6.00 pm.

If a student swears but did not realise that a member of staff was present, that member of staff should normally respond with a verbal reprimand and/or a detention, depending on the circumstances.

Drugs

Students would normally be excluded from school if they are found in possession of illegal or other drugs that affect your mental or physical state at school, including being in possession of drug paraphernalia. A student who supplies drugs to another student is likely to be permanently excluded, depending on full consideration of the circumstances (Refer to Drugs Policy). Students on medication should hand them in to the Medical Supervisor unless their medical condition dictates otherwise, e.g. epipen or inhaler.

Other

Other behaviour might also lead to exclusion. In such cases, the sanctions will be commensurate with the examples above.

If a student refused to accept the authority of a teacher by refusing a reasonable request or instruction, the student undermines the teacher’s authority. The seriousness of this behaviour depends on the audience and context. It is, however, very likely to lead to internal exclusion or in more serious cases, to exclusion from school.

The Headteacher will consider permanent exclusion when :

- A student persists with behaviour such as that described above, over a period of some months.
- Where a single incident is of such a serious nature that the usual series of developing responses to unacceptable conduct are not appropriate. There will, however, be exceptional circumstances.

THE DECISION TO EXCLUDE

The decision to exclude a student should be taken only:

- A] In response to serious breaches of the school's Relationship for Learning Policy.
- B] If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

Only the Headteacher (or in the absence of the Headteacher), the Deputy can exclude a student.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for the first or 'one-off' offence. These might include :

- A] Serious actual or threatened violence against another student or member of staff
- B] Sexual abuse or assault
- C] Supplying an illegal drug
- D] Carrying an offensive weapon.

The Headteacher will consider whether or not to inform the police where such a criminal offence has taken place. The Head will also consider whether or not to inform other agencies, e.g. Youth Offending Teams, Social Workers.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the actual community.

In cases where a Headteacher has permanently excluded a student for –

- A] One of the above offences, or
- B] persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or Use of an illegal drug on school premises.

The Secretary of State has stated that he/she would not normally expect the Governing Body or an Independent Appeal Panel to reinstate the student.

PERIOD OF EXCLUSION

The vast majority of exclusions will last from one to five school days, the length of the exclusion being commensurate with the severity of the offence. An exclusion lasting more than five days may be used in response to very serious misbehaviour. In such a case, a Deputy Head and Pastoral Team leader will carefully plan for the student's return in order to minimise the chances of the previous poor behaviour recurring and the student's progress will be closely monitored.

ROLES AND RESPONSIBILITIES

1. ROLE OF THE GOVERNING BODY

A copy of every exclusion letter is passed to the Chair of Governors and the letters indicate that i] the Chair of Governors has been informed of the exclusion, ii] the parent has a right to appeal against the exclusion to the Governing Body via the Chair of Governors.... The letter will advise parents that if they wish to appeal, they should make known their intention within seven school days of notification.

For each individual exclusion of more than five days the Head will inform the Chair or Vice Chair or Governors.

A meeting of the Governors Disciplinary Committee will be arranged (where appropriate) and parents will be informed and invited to attend. The meeting will be convened to discuss the exclusion as soon as practicable and, within reason, it will be arranged at a time and place convenient to the parents.

The Governors Disciplinary Committee has the power to direct the reinstatement of a student given a fixed exclusion of more than five days. In the case of permanent exclusion, the Governors Disciplinary Committee has a duty to consider whether to uphold the exclusion or to direct reinstatement.

Chilton Trinity Technology College is committed to the inclusion of all students wherever possible. Exclusion is never an automatic consequence of a student's conduct, and is reserved as a most serious response. The Headteacher will always seek the guidance of LA officers, and apply current LA and DCSF guidance, such as that described in 'Guidance on Exclusion from School (2004)', and other specific guidance from the Secretary of State for Education.

2. ROLES OF THE HEAD AND DEPUTY HEADS

Only the Head or Deputy Head, in the absence of the Head, can exclude a student for a fixed term. In many cases, however, a Deputy Head will undertake a thorough disciplinary enquiry which leads to a recommendation that the Head excludes a student. Once this decision is made, either the Head or a Deputy Head will inform the parents by telephone with a follow-up letter (copies: Chair of Governors, L.A., Pastoral Team Leader, Tutor, Student's File) and ensure that work is set for the student during the period of exclusion. The procedures identified in L.A Guidance will be followed.

The Head will also ensure that staff and students are periodically reminded of School Policy and practice in relation to issues which might lead to exclusion.

3. PASTORAL TEAM LEADER

- Will assist the Headteacher in collating the student's history of events and responses.
- To be present, where possible, at meetings with the Head, parent and student.
- To inform the 'Year Group' of School Policy and practice on a regular basis.

This policy has been informed by reference to '**Improving behaviour and attendance guidance on exclusion from schools and pupil referral units**', and to all subsequent guidance issued by the DCSF.

THE RIGHTS AND RESPONSIBILITIES OF SCHOOLS, STUDENTS AND PARENTS IN ENSURING AN ORDERLY CLIMATE OF LEARNING

SCHOOLS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect students and parents’ cooperation in maintaining an orderly climate of learning. • To expect students to respect the rights of other students and adults in the school. • Not to tolerate abusive or violent behaviour by students or parents. • To be clear about the limits of staff members’ disciplinary authority and to engage outside partners, such as children’s services and police as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local <u>school partnership for behaviour and persistent truancy</u>. • To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward students’ good behaviour. • To apply sanctions fairly, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded students, and where appropriate arrange reintegration interviews for parents at the end of a fixed period of <u>exclusion</u>. • To ensure student safety and well-being including preventing <u>bullying</u> and dealing effectively with reports and complaints about bullying. • To ensure that staff model good behaviour and never denigrate students or colleagues. • To promote positive behaviour through active development of students’ social, emotional and behaviour skills. • To use appropriate methods of engaging parents and to support them in meeting their parental responsibilities.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To expect their children to be safe, secure and respected in school. • To appeal to the head teacher/governors and beyond that to the Secretary of State, if they believe that the school has exercised its disciplinary authority unreasonably. • To be kept informed about their child's progress, including issues relating to their behaviour. • To be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response. • To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school punctually every day, suitably clothed, fed and rested. • To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the headteacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any <u>Parenting Contract or Order</u> relating to their child's behaviour. • If their child is excluded from the school, to ensure the child is not found unsupervised in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period <u>exclusion</u>.

STUDENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to discussions of the school behaviour policy. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment. 	<ul style="list-style-type: none"> • To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow students, school property and the school environment. • Never to denigrate, harm or bully other students or staff. • To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.