

## SANDYE PLACE ACADEMY Exclusion Policy

### Statement Document History

Issue	Date	Comment
1.00	05-05-2005	For approval by the Governing Body
1.01	27 June 2012	Approved by Governing Body
1.10	March 2013	Approved by Board of Trustees
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## POLICY STATEMENT

### Introduction

Schools and Academies are recommended to have a written policy for dealing with exclusions. The majority of behavioural concerns or expectation matters issues are normally dealt with by staff internally or through direct contact with the Principal of the Academy to resolve issues or misunderstandings. However, there is an agreed procedure for dealing with the more serious cases.

The aim of this policy is to describe how the Academy manages the exclusion of pupils. This policy also gives an overview of the rules and legislation governing the exclusion process.

**POLICY: Our commitment to equal opportunities recognises the need to use rewards and sanctions that are clearly explained and publicised, fair to all and applied consistently. Sandye Place Academy has a wide range of graduated sanctions for use when pupils fail to meet the academy's behavioural expectations. In deciding what is an appropriate sanction for a particular incident/'offence', the individual circumstances and the pupil's background and previous record will be taken into consideration. The sanction(s) will not necessarily be used on each occasion.**

All actions regarding Fixed-Term and Permanent Exclusions must be in accordance with the most recent government guidance on exclusions: *Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units* (DCSF, September 2008).

## **Objective**

Sandye Place Academy seeks to avoid exclusions and they take place only for very serious incidents or when other strategies have been tried and have failed over time. In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Principal and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent exclusions are used only when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could be itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child;
- Swearing at an adult;
- Racist verbal abuse;
- Sustained bullying (see Anti-Bullying Policy);
- Frequent high level disruption to lessons;
- Frequent high levels of non-compliance;
- Frequent high levels of disrespect to all adults who work in the Academy;
- Include a timetable for review of progress;
- Should be applied consistently - all members of staff, supply teachers and parents aware.

## **Exclusion**

Each individual situation will be investigated according to need. The Principal will gather evidence and seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done, the Principal may decide to exclude the pupil.

## **Managing Serious or Persistent Problems**

- We accept that it is the behaviour that is the problem and not the child.
- The behaviour of children giving cause for concern will be assessed.
- Triggers or antecedents established.
- Individual programmes will be planned to help modify inappropriate behaviour.
- The child may be referred to external agencies for some extra support, e.g. anger management training.
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

## **Individual Behaviour Support Plans**

Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices. They may:

- Identify objectives and address one target at a time.
- Include strategies for managing the environment, the class or group, the activities that give rise to the inappropriate behaviours.
- Emphasise teaching the child alternative positive behaviours.
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to the Principal etc.
- Include some form of self-assessment - e.g. chart to grade own behaviour during a session - to encourage responsibility for own behaviour.

### **Classrooms**

Teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled. The aim of our positive behaviour policy is:

- To help pupils realise the appropriate behaviour and provide strategy/guidance on putting in right;
- To reward positive behaviour;
- To help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour.

To support good behaviour we have a clear process that is shared with the children. Class rules are established with each class. These are regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole Academy.

### **Types of Exclusion**

Exclusion is very rare as it is a very serious matter and is never undertaken lightly.

#### **1. Fixed Term Exclusion** (formerly known as being 'suspended')

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

- Violence towards an adult or child (which is deliberate and/or causes serious injury).
- Swearing at an adult.
- Racist verbal abuse.
- Sustained bullying (see Anti-Bullying Policy)

#### **2. Permanent Exclusion** (formerly known as being 'expelled')

Only the Principal can permanently exclude a pupil, or a named Assistant if the Principal is out of the Academy.

The Principal may decide to permanently exclude a pupil only when she is sure that:

- The pupil has seriously breached the Academy's discipline policy on various occasions.
- If the pupil remains in the Academy it would seriously harm the education or welfare of the pupil or others in the Academy.

There is a formal process for all exclusions and these are reported to the Local Authority. The Academy may seek advice from the relevant Local Authority officers, such as the Inclusion Officer if necessary.

Parents are able to seek advice from the local Parent Partnership service if they have concerns, and may also contact the academy's governors following an exclusion if they so wish.

Parents of all pupils who are excluded on a fixed term exclusion for more than three days will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A target report closely monitored by one of the Assistant Principals will then be put in place to support the pupil. This is reviewed with parents until it is no longer felt to be necessary or further measures are needed.

## **Roles and Responsibilities**

### **Governing Body**

The Governing Body's Curriculum and Standards sub-committee regularly reviews systems for maintaining standards of behaviour and discipline, including scrutinising exclusion figures.

A Governors' Disciplinary Panel is convened:

- if a student exceeds fifteen days of exclusion in any one term
- at parental request for students with between five and fifteen days exclusion in any one term
- at the request of the Academy where it feels such a step would support a student in improving his/her behaviour

The panel consists of three governors who do not have a connection with the student and do not have knowledge of the incident/s that led to the exclusion/s which could therefore affect their ability to act impartially. It is the panel's responsibility to review the Academy's decisions to exclude as well as any support in place to improve the student's behaviour. They may also make recommendations to the student, his/her parent/carer or the Academy to help avoid Permanent Exclusion in the future.

An Exclusion Panel is convened where the Principal has made the decision to permanently exclude; and is made up of three impartial governors who may not have already attended a panel for the student being excluded. It is the panel's responsibility to review the incident/accumulation of incidents and the Principal's decision to exclude, taking into account the views of the student, his/her parent/carer and the advice of the external authority representative who attends. The panel will then decide either to uphold or overturn the exclusion.

### **Parents/Carers**

Parents/carers of an excluded pupil have a legal responsibility to ensure their child is supervised throughout the period of the exclusion. The pupil is not permitted to be in public during the school day without reasonable justification.

Parents/carers should ensure that work provided for their child is completed and returned to academy for marking.

Because the support of parents/carers is important for pupils to avoid further exclusions, an excluded child must be accompanied by a parent/carer at any Re-admission Meeting for the pupil to be permitted to return to lessons.

Parents/carers have the right to appeal the Academy's decisions to exclude their child.

Further information is always included on exclusion letters sent home. Parents/carers are also provided with contact numbers for external impartial advice.



### **Monitoring & Review**

This policy statement and the implementation procedures for Governors are the responsibility of the Governing Body's Curriculum & Standards Sub-Committee and is authorised by the Governing Body. The committee will invite the Principal to report on exclusions given via the Principal's Termly Report. The committee will review the policy statement as appropriate under changing circumstances and at least every three years.

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## **SANDYE PLACE ACADEMY EXCLUSION POLICY**

### **IMPLEMENTATION PROCEDURES**

The Principal has responsibility for the day-to-day running of the Academy, so she has responsibility for the implementation of our exclusions procedures, including the decision about her own involvement at various stages. One of the reasons for having various "stages" in an exclusions procedure is to reassure parents/carers that their views are being heard by more than one person.

The Principal will make arrangements to ensure that her involvement will not predominate at every stage of a particular episode. There are a range of strategies that the academy will adopt in dealing with challenging behaviour which a pupil may present and is considered to be against the best interests of the rest of the Academy's learning community.

#### **Sanctions include:**

##### **Quiet word with the student**

Describe the pupil's behaviour to them. Make your expectations clear calmly but avoid public embarrassment.

##### **Warning outside the classroom**

Ask the pupil to leave the room so that you can talk to them privately. Remain calm. Explain the options to the pupil and the consequences of their continued poor behaviour. Invite them back in for a fresh start.

##### **Change of seat**

Move the pupil away from friends/students with whom they are misbehaving

##### **Time out of lessons**

If a pupil is worked up or would benefit from a few minutes on their own to cool down/consider their behaviour, it may be productive to ask them to stand outside the room. This should only ever be for a brief period (5 minute maximum) before the teacher talks to the pupil and invites them back in (or implements a different sanction).

##### **Internal support**

If a pupil is disrupting learning in a lesson but their behaviour is not serious enough to meet the criteria of a on-call room referral, they could be sent to work by prior arrangement in the classroom of the named teacher on an internal support rota. The class teacher retains responsibility for setting and marking work.

##### **Phone call home/letter home/Keep Kids Safe text**

It is often a good idea to check with the Head of Year first to find out which is the more appropriate parent to contact and whether there are any home

circumstances that you should be aware of. Contact numbers/addresses can be obtained from the Academy Office

### **Detention**

Detentions can be set for before school, break times, lunchtimes or after school.

### **Setting**

Whole class detentions should be avoided as it is rarely the case that every pupil has broken expectations. Any member of staff setting a detention should record the details in the Homework Planner and inform parents.

If a pupil fails to attend a detention set by the class teacher or tutor, the HoD or Head of Year will pick up the matter in support of their colleague. This will often involve setting a detention with themselves. This may be of a longer duration than the original detention.

### **Before school detention**

Before school detentions are usually used to support departments who are having difficulty getting a pupil to attend a detention. In rare cases, these may be arranged for a Saturday or an INSET day.

### **Items Removal (phones, ipods, mp3 players)**

If these have been seen used anywhere on the Academy premises they are to be removed and handed in to the Academy Office. On the first offence the pupil will be allowed to collect the item at the end of the day. For further offences parents will be informed and expected to come into the Academy to collect.

### **Late detention**

Any pupil who is late to Academy without good reason may be detained for 10 minutes at the end of the day. Pupils who fail to attend twice will get a letter home. If lateness continues then parents will be invited in for a meeting with the Head of Year.

### **Attendance report**

This is used in cases where there are concerns regarding truancy or erratic attendance to lessons, to enable the Head of Year to monitor attendance.

### **Meeting with parents**

Staff may arrange a meeting with a parent if a pupil's behaviour is causing concern and they are not responding to strategies put in place to support them. If a class teacher, tutor or HOD is planning to arrange a meeting with a parent, it is advisable to liaise with the Head of Year.

### **Sent to On-Call room**

In the On-Call room, pupils are often requested to write a statement of the incident leading to their referral. The statement form should be used for this purpose. Pupils who are sent On-Call are required to attend a before school detention which will be arranged by the member of staff who sent the child On-Call

### **Community Service**

This might be arranged in order that a punishment fits the 'crime' e.g. cleaning table if caught writing graffiti, repairing a display if found to have been defacing one, picking up litter if caught dropping it.

### **Withdrawal of privileges**

This could include attendance on trips, access to the canteen, use of the internet, representing the Academy at an event or fixture or being a representative of the Academy.

### **Progress Plans**

A pupil would be placed on a Progress Report if their behaviour was a serious cause for concern across the curriculum. Often this step will be taken following an exclusion from the Academy or as follow up to the progress checks held each term. The parent/carer and pupil would be involved in the setting up of a Progress Plan, along with the Head of Year.

### **Pastoral Support Plan**

A pupil would be placed on a PSP (Pastoral Support Plan) if they were at serious risk of permanent exclusion or had failed to improve behaviour on a Progress Plan. To set up a PSP the parent/carer, Head of Year, and a member of Senior Leadership Team would be involved.

### **Internal exclusion**

It may be deemed appropriate to isolate a pupil for a period of time. This decision is made by the Head of Year and the Senior Leadership Team. These will be carried out in the PODs, in designated areas around the Academy.

### **Fixed Term Exclusion**

For serious breaches of the academy's behaviour expectations, fixed term exclusion may be used. Members of the Senior Leadership are the only members of staff who may make the decision to exclude a pupil from academy after discussions with the Principal. Fixed term exclusions are usually for one or two school days. Staff will be informed of a fixed term exclusion via the daily briefing or the notice board in the staffroom. Following a fixed term exclusion, the pupil will attend a re-admission meeting with a parent/carer and a re-admission contract will be signed before their return to lessons.

### **Permanent Exclusion**

A permanent exclusion is effectively an expulsion from the Academy. It is used only for the most serious of offences or when all other strategies have been exhausted. The SLT informs staff via staff briefing.

### **External agencies**

We work with a range of external agencies to support pupils whose behaviour is a cause for concern.

### **Professional Development**

The Academy is committed to providing the necessary CPD for all members of staff to feel confident in their understanding of this policy and their ability to implement it consistently. This may take the form of an external Behaviour Management course, time spent discussing strategies with a colleague of behaviour consultant, attendance at in-house INSET or observation of other practitioners.

### **Communication**

All pupils and their parents are informed of the Academy's behavioural expectations and code of behaviour for learning when they join the Academy and sign the Home-Academy Agreement. A strong partnership between parents/carers and the academy is seen as vital for supporting pupils in demonstrating positive behaviour. We ask parents to tell us if anything happens at home/out of academy which may affect their child's behaviour and to work with us to find appropriate strategies if behaviour becomes a cause for concern.