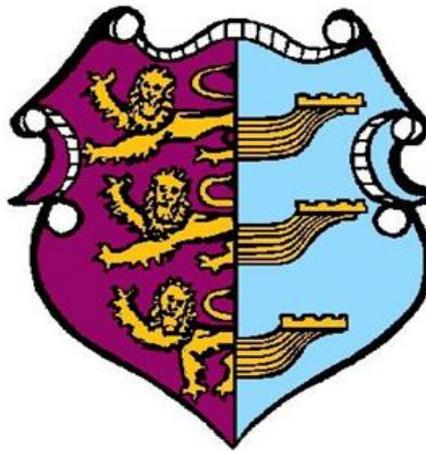




THE COLNE
COMMUNITY SCHOOL & COLLEGE



EXCLUSIONS POLICY

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EXCLUSION POLICY

STATEMENT: The use of a fixed-term or permanent exclusion should be seen as the final resort, having explored all other means within our control. (Refer to the school's Behaviour Policy.) Students who persist in breaching school rules, who engage in physical violence, disrupt learning, endanger others, or refute the reasonable authority of staff face the risk of exclusion. The **dcsh** publication "Improving Attendance and Behaviour" September 2008 should be referred to for clarification.

PRINCIPLES

Exclusion is a serious sanction which results in exclusion from learning. Our objectives in using exclusions are:

- To ensure we are providing a safe learning environment for all students
- To promote self discipline and proper regard for authority among students
- To encourage good behaviour and respect for others

In order to be equitable, we must make sure that we:

- Are consistent, fair and transparent
- Make every effort at each stage to guide and support a student in an attempt to avoid the ultimate sanction of exclusion
- Consider each incident within an overall framework of consistency and fairness bearing in mind factors such as the student's age, needs, culture, history

Firm facts and evidence must be the basis for exclusion. This process will include an interview with the student facing possible exclusion. A decision to exclude a student should be taken only:

- In response to serious breaches of the school's behaviour policy:
 - on the school's premises
 - bringing the school's reputation into disrepute
 - affecting the maintenance of good behaviour and discipline
- If allowing the student to stay in school would seriously harm the education or welfare of the student or of others in the school

In most cases, a range of alternative strategies should be tried before excluding a student (see the Behaviour Policy). This is not meant to prevent immediate action to protect students and staff, including fixed term exclusion, but is pro-active and inclusive giving the student the opportunity to modify behaviour before exclusion is deemed to be necessary. The reason for and terms of an exclusion may be the same for students with or without inclusive needs.

Reasons for exclusion (based upon extract from dcfs guidance)

Situations, which might reasonably lead to exclusion, include:

- ✓ Actual or potential violence by a student towards other students or adults in the school community
- ✓ Seriously disruptive behaviour over a period of time, such as might prevent the proper conduct of a class or classes, seriously interfere with the learning opportunities of others and lead to a breakdown in school discipline
- ✓ Persistent disregard for the Colne Code of Conduct
- ✓ Persistent bullying
- ✓ Refusal to accept the discipline of the school and undermining the authority of staff eg defiance and refusal to co-operate
- ✓ Conduct which would endanger the student or other students including activating the school's fire alarm
- ✓ Bringing the reputation of the school into disrepute (eg journey to and from school, on a school trip/event including sports fixtures, during work experience)* (See below)
- ✓ Behaviour out of school which affects the maintenance of good behaviour and discipline in school*(See below)
- ✓ Illegal or unacceptable activities such as:
 - arson
 - drugs i.e. possessing/taking or dealing in drugs, solvent abuse
 - sexual assault or sexually inappropriate behaviour inc use of internet/e-mails
 - grievous bodily harm
 - theft
 - physical damage/vandalism
 - alcohol i.e. drinking/in possession of or returning to school intoxicated
 - possession of a weapon
 - hate crime inc use of internet
- ✓ Verbal or physical abuse of staff or students
- ✓ Racial abuse
- ✓ Harassment of student or staff

*Behaviour Outside School:

When behaviour on school business puts the participation of other students at risk, the poor behaviour may be dealt with as if it had taken place in school.

When behaviour outside school, but not on school business, threatens the maintenance of good behaviour and discipline among the student body as a whole, the decision to exclude may be made if there is a clear link between that unacceptable behaviour and maintaining good behaviour and discipline.

Exclusion should not be used for:

- minor incidents such as failure to do homework
- poor academic performance
- lateness or truancy
- pregnancy
- breaching school uniform policy
- punishing students for the behaviour of the parents, for example, by extending a fixed period exclusion until the parents agree to attend a meeting, parental abuse or violence against members of the school community

SOME KEY DETAILS ABOUT EXCLUSIONS

- Evidence suggests that 1–3 days are often long enough to secure the benefits of exclusion without adverse educational consequences (Ofsted)
- Decisions to exclude a student for longer than 3 days reflects the seriousness of the incident
- Exclusions for longer than 15 days require a meeting of the Governors' Student Discipline Committee to be held
- The student is the responsibility of the parent/carer during the first 5 days of an exclusion totalling more than 5 days. Thereafter, the school are responsible for providing full-time education unless a permanent exclusion is put in place when provision becomes the responsibility of the Local Authority (LA)
- Lunchtime exclusions = 1/2 day fixed-term exclusion but are not counted towards the school's duty to provide full-time education from day six of a fixed period exclusion.
- A student who may be normally attending school three days a week and a local further education college for the other two; so a five-day exclusion from the school could be for three days in one week and two days in the next week.
- The Local Governing Committee and LA must be informed of exclusions totalling 5 days or more in any one term for the same student

Exclusion with a Positive Referral

- North East Essex Co-operative Academy (NEECA) Positive Referral Level 1 will be considered rather than a permanent exclusion when a student continues to be unreceptive to the school's behavioural interventions and provision. In some cases, a Positive Referral Level 2 is a planned intervention with the intention of the student returning to the school after a period of time at NEECA. In other cases, it may be that the Positive Referral is instead of a permanent exclusion, but the student needs another educational establishment and will, therefore, not return to the school. The school will endeavour to arrange a managed-move where this is considered to be in the student's best interest. In these circumstances, Behaviour Support through NEECA will be consulted prior to a Positive Referral being made. A Positive Referral will incur a cost to the school.
- When a Positive Referral is considered to be in the student's best interest, parents/carers and the student must have been informed about the intention to make a Positive Referral either in advance as a strategy to improve behaviour or as part of a Pastoral Support Programme or at the time of the exclusion. A meeting will need to be arranged before the exclusion period expires to discuss the process and management of the student's education until the Positive Referral is agreed by NEECA.
- Parents/Carers must receive a copy of NEECA information for parents/carers about a Positive Referral.
- Further details regarding the process and criteria are available from the Assistant Principal (Inclusion) and NEECA at County Hall.

TYPES OF EXCLUSIONS

At The Colne Community School and College and, in order to impress upon students, parents and staff the importance of exclusion, we operate a staged exclusion process:

1. **Warning of fixed term exclusion (WFTE)**
2. **Fixed term exclusion (FTE)**
3. **Permanent exclusion (PEX)**

However, the decision to exclude a student permanently may be made following single incident (See section below: Permanent Exclusions)

Internal Exclusion Unit

The decision may be made to place a student in the Internal Exclusion Unit (IEU) rather than a FTE. (See the Internal Exclusion Unit policy.)

MAKING A DECISION TO EXCLUDE

Staff will endeavour to be consistent, fair and transparent in recommending and making the decision to exclude.

The decision to exclude must be based on:

- Firm facts and evidence
- Interviews with student and witnesses
- Written statements/accounts taken
- Student history

It is expected that other strategies have been tried first (refer to the school's Behaviour Policy) and these should be mentioned when a recommendation to exclude is made as part of the student's history.

The Head of School will make the final decision to exclude students on the day of the incident, ensuring that parents/carers are informed on the day of the incident. However, in exceptional cases parents/carers will be informed as soon as possible after the incident.

THE DECISION-MAKING PROCESS PROCEDURES FOR STAFF INVESTIGATING AN INCIDENT

A decision to exclude a student should only be taken where the basic facts have been clearly established on the balance of probabilities in line with the following procedures:

- 1 Investigate the incident and collect evidence stating what happened before, during and after the actual incident, who was involved and any other relevant information.
- 2 Interview student and witnesses, take written account. Students should have their accounts scribed only when absolutely necessary. The student and scribe must sign the account indicating that it is an accurate account of what the student has reported. Should a student refuse to write or co-operate with the investigation, this must be recorded, at the time.

- 3 Consider all the facts.
- 4 Make a recommendation, type of exclusion, reason and number of days. Discuss and agree, having consulted SENCO or Designated Teacher, as appropriate.
 - a. CONSIDER:
 - i. Time out of school should be kept to a minimum
 - ii. Student must not lose the chance to take examinations
 - iii. The length (shortest possible) of the exclusion must be based on – the offence/the past record of the student/be consistent across Years.
- 5 Discuss recommendation to exclude with Head of School (HoS). Quality Assurance and decision by HoS.
- 6 Exclusion letter drawn up, level of exclusion, reasons, circumstances, number of days, re-admission date and staff at Post Exclusion Re-integration Meeting (PERIM). (See below for details of contents of letter).
- 7 The On-call Duty Head (a member of SLT) informs student at a formal exit meeting. YL should give student a Think Sheet to do at home and arranges for school/curriculum work to be sent home/collected by parent/carer. Informs student to bring Think Sheet to post-exclusion meeting.
- 8 YL/SLT (depending upon type of exclusion) notifies parent/carer immediately.

Procedures Following the Decision to Exclude

WFTE: warning of fixed term exclusion.

Student warned and Year Leader (YL) communicates WFTE to parent/carer.
Parent/carer/student invited to a meeting (standard letters).

FTE: fixed term exclusion.

Student formally excluded by Head of School (hoS) and letter sent home together with the *Information to Students about Exclusions* and *Exclusion Think Sheet*. HM on call will usually make phone call (see Behaviour Procedures). This phone call may be delegated to the HM or SLT by the Head of School. The formal exit conversation is crucial. Post-exclusion re-integration meeting with student, parent/carer, HM/SLT link/Vice-Principal(VP)/HoS depending upon number of days. FTE totalling 15 days or more meeting should be with the Head of School followed by a Governors' Student Discipline Committee meeting.

PEX: permanent exclusion.

Student formally excluded by HoS/VP with HM/SLT present and a letter is sent home. The formal exit conversation is crucial. Exclusion case presented to Student Discipline Committee by HoS/VP/SENCO and/or Designated Teacher with student, parent/carer presenting student's case.

DETAILS TO BE INCLUDED IN THE EXCLUSION LETTER:

- ✓ the reasons for the exclusion and the circumstances
- ✓ the exclusion period and the date and time when the student should return
- ✓ the parent/carer's right to make representations with details of how to make such representations
- ✓ the parent/carer's right of access to the child's school record
- ✓ an exclusion should normally begin on the next school day
- ✓ work should be provided for any student who is excluded for longer than one school day
- ✓ we should continue to set and mark work for permanently excluded students while the student's name remains on roll
- ✓ provision for students excluded for longer than a fixed-term period of 5 days

A copy of *Information to Students About Exclusions* and an *Exclusion Think Sheet* should be included with the Exclusion Letter.

Post-Exclusion Re-Integration Meeting (PERIM)

- All exclusions should be followed by a post-exclusion re-integration meeting (PERIM) between the HM or a member of SLT including the HoS and the parent/carer during or following the expiry of a fixed-term exclusion. The meeting must be held during the period beginning with the first school day to which the exclusion relates and ending with the fifteenth school day following the day on which the student returns to school
- For most excluded students, one exclusion is enough to help them change their behaviours. However, some students will have more than one exclusion. Different staff will lead subsequent post-exclusion re-integration meetings; this will help students and their parents realise the growing seriousness and importance of the exclusion. The members of staff who preside over the PERIMs are as follows, but at the Head of School's discretion:
 - 1-3 days FTE or IEU placement up to 3 days - PERIM with YL until a total of 9 days' FTE or 3rd placement in IEU totalling 9 days are reached
 - 4-10 days FTE/IEU Placement or a maximum of 10 days' FTE in one term – PERIM with SLT Year Link
 - More than 10 days FTE for one exclusion or for a total of 14 days in one term – PERIM with VP
 - FTE totalling 15 days or more or PEX – Head of School. Governors' Student Discipline Committee will meet.
- Where there are significant concerns, students and parents may be invited to attend a meeting with the **Governors' Support Panel** to reinforce expectations and possible outcomes should there not be improvement in the student's behaviour. The Governors' Support Panel consists of two governors; the Vice-Principal with the overview for Behaviour attends each meeting. This meeting will result in a close monitoring of the student's progress in improving their behaviour, including target setting as necessary.

PROCEDURE FOR POST-EXCLUSION RE-INTEGRATION MEETING (PERIM)

- 1 Where a criminal act has taken place (e.g. setting off a fire alarm, carrying a weapon), the police should be informed and consulted and should where appropriate be present at the PERIM.
- 2 PERIM arranged and held (see above). HM/SLT (depending upon exclusion) invites LS(SEN)Co if appropriate and other staff or support agencies eg police. Ask for Think Sheet and work completed.
- 3 Re-admission to the school at the PERIM is not automatic and should depend on the student understanding the reason, taking responsibility and showing remorse and an appropriate desire and intention to amend. Where this is not the case, the PERIM must be stopped and re-scheduled, ideally for the next day.
- 4 Targets are agreed and strategies such as Target Report, Behave 2 Learn Programme are put in place at PERIM, making arrangements for an appropriate apology and reconciliation meeting, as necessary.
- 5 PERIM meeting form completed at meeting, signed by parent/carer, student and circulated/copied to staff. IT SHOULD BE POINTED OUT THAT THE PERIM FORM/TARGET REPORT IS A CONTRACT. It may also be necessary to have a Behaviour Contract set up and signed.
- 6 YL monitors student progress and behaviour via target report card usually. In some instances a positive report card will be used. Review exclusion after 2 terms during which time behaviour is monitored through incident sheets, file notes, Progress Reports, etc. Reward progress/improvement by sending a 'praise' letter home if there is no other exclusion during this time. Circulate letter to appropriate staff.
- 7 Where a student is at serious risk of permanent exclusion ie 4th significant exclusion or the incident is itself a significant cause for concern, the PERIM should be followed by the writing of a Pastoral Support Programme (PSP). The SENCO should be consulted. (See below for guidance on Pastoral Support Programmes).
- 8 For students with Learning Support needs, the PERIM will also be an LS(SEN) review meeting and needs to be recorded as such on the PERIM form. Any revisions to the way in which a student is supported will be made, if necessary.
- 9 Students involved in abusive or aggressive behaviour should follow a focused staged, social skills or anger management programme on re-entry as part of their learning reintegration package. This should be delivered by different staff or an outside agency worker depending upon circumstances.

Pastoral Support Programme

- The Pastoral Support Programme (PSP) is for students who are at serious risk of permanent exclusion or criminal activity. It will in particular be needed for those whose behaviour is deteriorating rapidly.
- A PSP should be agreed with the parents.
- A PSP should be automatically set up for a student:

- who has several fixed period exclusions that may lead to a permanent exclusion;
 - who has been otherwise identified as being at risk of failure at school through disaffection;
 - where the incident is a significant cause for concern, repeat of which may lead to permanent exclusion.
- At pre-PEX stage, the school should actively seek to implement extensive alternative strategies involving LA support to secure improvement or a managed move. This may include a Positive Referral Request or involvement of North East Essex Additional Provision School needs to be sought.
 - SENCO should be consulted.
 - Students should have a PSP in place prior to attending the Governors' Support Panel.

PERMANENT EXCLUSIONS

There will be exceptional circumstances when the Head of School determines to exclude a student permanently for a first or 'one-off' offence which might include:

- a) Serious actual or threatened violence against another student or member of staff
- b) Carrying an offensive weapon
- c) Sexual abuse or assault
- d) Possession of or supplying an illegal drug

Any prolonged campaign of abuse/hatred against a member of school staff. 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 school community.

The Head of School will consider whether or not to inform the police where a criminal offence may have taken place.

In the event of the Head of School deciding to exclude a student permanently from the school, the Chair of the Student Discipline Committee will be informed. A Student Discipline Committee meeting will be held in order to consider the permanent exclusion and whether to confirm it or not. Appropriate staff will be called upon to attend the meeting including colleagues from the Local Authority (LA) i.e. Alternative Education Commissioning Service. A complete record of the student's file will be made prior to the meeting; this will be overseen by the YL supported by the Year SLT link with the support of the school administrative staff.

At the meeting, the parent/carer presenting their child's case, Head of School or their representative, SLT Year link and any other relevant school staff e.g. SENCO will be invited to give representation for the Governors to consider. The parents/carers may be accompanied by their own additional representative who will be invited to contribute. Governors will ask questions to seek further information or to clarify aspects of the incident and decision to exclude.

A decision whether to uphold the decision to exclude the student permanently or re-instate them will be made on the day of the hearing. The LA will be informed within one working day.

This policy is neither exhaustive nor rigid and from time to time the school may deviate from it in the interest of the care, personal well-being and circumstances of students in our school and College. In any deviation we will exercise our full professional judgement and consult with the Head of School/SENCO/designated staff as required.

INFORMATION TO STUDENTS ABOUT EXCLUSIONS

Exclusion from learning is a very serious punishment.

You have been excluded because your behaviour did not meet the high expectations that we insist on at The Colne Community School and College.

You need to complete the Exclusion Think Sheet. You may ask someone at home to help you if you need it. You also need to complete the work set and bring it and the Exclusion Think Sheet to the post-exclusion re-integration meeting.

The post-exclusion re-integration meeting is a very important meeting. You must attend dressed in full school uniform.

At this meeting you will be expected to:

- Describe what you did wrong and why it was wrong
- Explain what you have learnt from this
- Explain how you will improve and how you will behave in future
- Agree some targets. Ask for help if you need it
- Hand in your EXCLUSION THINK SHEET and exclusion work
- Sign a contract (eg the meeting record form)

Your parent/carer will be invited to come with you to the meeting.

This meeting will be with the Year Leader and/or a member of the Senior Leadership Team. We may invite other people if we think they can help you to succeed.

This meeting is about you - it is about you succeeding at The Colne Community School and College.

Exclusion Think Sheet

Name: _____ TG: _____ Date: _____

What did I do wrong?

What should I have done differently?

What do I need to do to put this right?

How can I improve my behaviour in future?

My 3 targets for improvement:

- 1.
- 2.
- 3.

Signed: _____

Date: _____