

Litherland High School is committed to being a fully accessible and inclusive organisation, welcoming and respecting the diversity of its students, staff, community and visitors to the school.

Our school mission statement states:

By the time our children leave Litherland High School they will be literate, numerate, confident young people with high aspirations, independent learning skills and a sense of moral responsibility

In order to achieve this we will endeavour to:

- Work with our families and value the support of parents in trying to reach our aims.
- Engage with our wider community to strengthen and enhance our intrinsic relationship
- Operate within a set of rules put in place for the benefit of all.
- Show clarity of purpose and show caring discipline.
- Ensure that all students are clear about the expectations placed upon them and aware of the consequences of not meeting them.
- Enable all students to work with sufficient dignity to reach their true potential.
- Ensure that bullying does not rob students of their dignity and prevent them from learning.
- Use the pastoral system to see that students are happy and settled in their work.
- Have high expectations of all our students and not tolerate work that reflects a lack of commitment or motivation.
- Ensure that students feel that they belong and they matter
- Instill in the students that they are part of a community
- Work hard to see that all students achieve to the very best of their ability and overcome barriers to success.
- Recognise and reward students of all abilities
- Expect that all our students and staff will aim high and do their best.

Rationale: This policy is underpinned by the commitment of all at Litherland High School to ensure the safety and well-being of the whole school community and to maintain an appropriate educational environment in which all can learn and achieve. In this policy and the accompanying procedures the governing body aims to discharge appropriately its statutory duties as set out in 'The School Discipline (Pupil Exclusion and Reviews) (England) Regulations 2012'. (Appendix 1)

Introduction

Exclusion is an extreme sanction and is only used by the Principal (or, in the absence of the Principal, the Vice Principal who is acting in that role). Before deciding whether to exclude a student either permanently or for a fixed period, the Principal will ensure that:-

- a) Appropriate investigations have been carried out
- b) All the evidence available has been considered
- c) The student's version of events has been heard
- d) That statutory guidance on exclusions, equalities policy and disability discrimination has been taken into account.

Having considered these matters the Principal will make a decision on exclusion based on the balance of probabilities established. In reaching a decision, the Principal, or Vice Principal will look at each case on its own merits and avoid a tariff system, ie, fixing a standard penalty for a particular action, as unfair and inappropriate.

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour for Learning Policy:

- Verbal abuse to staff and others
- Verbal abuse to student
- Physical abuse to/attack on staff
- Physical abuse to/attack on student
- Sexually abusive language and/or behavior
- Indecent behaviour
- Damage to property
- Use of illegal drugs or other substances including supplying
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction. Exclusions can be either fixed term or permanent.

Fixed Term exclusion

- A student will not be excluded for a period that exceeds 45 days in any one school year
- The school will make every effort to inform parents of a fixed term exclusion before the end of the school session (the school office closes at 4:30pm) by telephone, email or text
- This will be followed up in all cases with a letter
- Parents will be informed of the length of the exclusion, the reasons for the exclusion and their rights, including their right to make representations and who to contact if they wish to make representations about the exclusion
- When a student is required to be at home, parents/carers will be advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers
- The letter will also make clear the date and time when the student should return to school for a reintegration meeting
- The school will continue to provide education for all students on fixed term exclusion and mark the work that is completed and returned to school
- The school will plan the return and reintegration into school after fixed term exclusions with parents and students
- According to Department for Education guidance school is obliged to provide full time education from the sixth day of any period of fixed term exclusion of six days or longer
- The school will consult with the LA officers for any exclusion of more than five days in order that appropriate full time education is arranged.

Permanent Exclusion

The decision to exclude a student permanently could be taken by the Principal in the following circumstances:

- in response to a serious breach, or persistent breaches, of the School's Behaviour for Learning Policy
- where allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School

In the case of a permanent exclusion the same process as that for fixed term exclusions will be followed except the communication will make clear that it is a permanent exclusion

The Principal will inform the Governors' and Local Authority within one school day of any permanent exclusions

Equality Act 2010

The school will follow the guidance on the Equality Act 2010 published by the 'Equality and Human Rights Commission' in Section 5.4 entitled 'What equality law means for you as an educational provider' This guidance states that whilst a 'school must not discriminate against a pupil by excluding them from school', "it does not mean a school cannot exclude a pupil with a protected characteristic". The guidance recognises that "there may be occasions when it is appropriate to exclude a pupil with a protected characteristic" it stresses it is important that a school does not exclude "because of" the protected characteristic.

Alternatives to Exclusion

Litherland High School works closely with other local high schools and with those schools within the Multi Academy Trust (MAT). As an alternative to exclusion, the Principal may decide to send a student to another school for a set number of days. Whilst at this alternative school, Litherland High School will provide work for the student and provide transport to and from their home address on each of the days. If a student misbehaves whilst at the 'other' school, the agreement will be cancelled and the Principal may take the decision to put in place a Fixed Term Exclusion. The School will work closely with other local secondary schools to undertake managed moves where such a course of action would be of benefit both to the student and the two schools concerned. The threat of a permanent exclusion will not be used as the means to persuade parents/carers to move their son/daughter to another school.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Behaviour Outside School

Students' behaviour outside School on school "business", for example educational visits and journeys, away school sports fixtures or a work experience placement is subject to the School's Behaviour for Learning Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school. If students' behaviour in the immediate vicinity of the school or on a journey to and from school is inappropriate and meets the school criteria for exclusion, then the Principal may decide to exclude.