



RATTON SCHOOL

AN ACADEMY TRUST
SPECIALISING IN THE PERFORMING ARTS

EXCLUSION POLICY

Date established by the Academy Trust	December 2012
Date of Full Implementation	December 2012
Reviewed and approved	November 2014
Reviewed and approved	November 2016
Date of next review	November 2017

All our policies support our vision and are based on our core virtues

Developing caring, confident and creative students who achieve excellence

- Compassion
- Respect
- Creativity
- Teamwork
- Effort
- Responsibility

Context

This policy is concerned with Ratton School's approach to exclusions and should be seen in the context of our Behaviour Management Policy.

This policy has been written with due regard to 'Exclusion from maintained schools, academies and pupil referral units in England 2012'.

A student may be excluded when "there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently."

"In most cases permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour."

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

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug; or
- d) carrying an offensive weapon.

Regulations allow head teachers to exclude a pupil for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year.

Where a pupil is given a fixed period exclusion of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion.

Status	Statutory
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Purpose

Exclusions are only for serious offences.

Before deciding whether to exclude a student, either permanently or for a fixed period, the head teacher should:

- ensure that a thorough investigation has been carried out;
- consider all the evidence available (including the behaviour log) to support the allegations;
- allow and encourage the student to give their version of events;
- check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment;
- if necessary, consult others;
- keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the student concerned. Witness statements must be dated and should be signed, wherever possible.

In general, Ratton will exclude from school only in the most extreme circumstances. For all other serious breaches of discipline Ratton will exclude on-site using the Turnaround Centre - students excluded on-site will

be supervised in the centre. Should a student fail to complete internal exclusion satisfactorily then fixed-term exclusion may be applied. As with any fixed-term exclusion this indicates that a student may be in danger of permanent exclusion, and in these cases external specialist involvement and Governors' Disciplinary Committee meetings may be necessary.

At Ratton we operate a stepped approach to exclusions. For a first offence where exclusion is believed to be necessary, the minimum appropriate number of days will be applied. However, if a student offends again, the number of days given will normally be greater than the previous exclusion - subject to consideration of conduct since the previous exclusion.

The School will always consider whether any alternatives to exclusions are appropriate, these include:

- **Restorative Justice** which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process;
- **Mediation** through a third party - usually a trained mediator - is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties e.g. a student and a teacher, or two students;
- **Internal Exclusion** which can be used to defuse situations that occur in school that require a student to be removed from class but may not require removal from the school premises;
- **Temporary Placement** at another school to enable the student to reflect on their behaviour;

Relationship to other Policies and Procedures

Relationship to other policies	<ul style="list-style-type: none"> • Behaviour Management, • Inclusion, • SEND, • Anti-Bullying • Drugs and Alcohol • Equality and Diversity
Relationship to standard operating procedures	<ul style="list-style-type: none"> • Exclusions Checklist • Turnaround Quick Guide • Flowchart of Behaviour Management

Consultation

Staff, Governors, Students and Parents

Roles and Responsibilities

Role	Responsibility
Governors	<ul style="list-style-type: none"> • Establish this policy • Monitor and review the effectiveness of this policy • Set up Governors' Disciplinary Committees to review fixed-term or permanent exclusions in line with statutory requirements and timescales given in the Standard Operating Procedures
Headteacher	<ul style="list-style-type: none"> • Ensure structures are in place to support the effective implementation of this policy • Consult on this policy • Be the ultimate decision maker for all cases of fixed-term or permanent exclusions
Core Leadership	<ul style="list-style-type: none"> • Have oversight of pre-exclusion investigations • Advise Headteacher on exclusions on a case-by-case basis • Have oversight of the exclusion and readmission process
Senior AHT Y7-11/Inclusion	<ul style="list-style-type: none"> • Ensure incidents are fully investigated • Ensure all administration is carried out

	<ul style="list-style-type: none"> • Ensure that internal exclusion is carried out according to stated procedures • Manage Turnaround Centre in order to reduce external exclusions and improve behaviour, ensuring that appropriate academic and pastoral work is carried out • Ensure appropriate liaison with parents takes place
Care & Welfare Managers	<ul style="list-style-type: none"> • Carry out investigations and keep written records of these • Participate in entry and exit arrangements for exclusions • Complete referral forms • Set up and carry out mediations where appropriate
Turnaround staff	<ul style="list-style-type: none"> • Work with internally excluded students to ensure minimal loss of learning and to improve their future behaviour
Clerk to Governors	<ul style="list-style-type: none"> • Administer Appeals Process
Chair of Wellbeing Committee	<ul style="list-style-type: none"> • Manage Appeals • Manage and serve on Disciplinary Committees to review exclusions as per the Guidance
All staff	<ul style="list-style-type: none"> • Provide evidence of pre-exclusion investigations • Participate in mediation where appropriate

Arrangements for Monitoring and Evaluation

- SAHT Inclusion will monitor the day-to-day work of staff within the Turnaround Centre
- Core Leadership will monitor the effectiveness of this policy by reference to appropriate data provided by Inclusion Manager
- Heads of Community will monitor the achievement data of excluded students, highlighting those in need of additional support
- Chair of Governors will receive copies of all exclusion letters
- Disciplinary Committees review exclusions as per the guidance