



The Cowplain School

Work hard. Enjoy learning. Achieve highly.

Exclusion Policy

This policy summarises the document 'Exclusion from maintained schools, Academies and pupil referral units in England DFE, 2017,' (1) which details legislation contained in The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2017. The school will follow the guidance contained in this document for all exclusions and related appeals processes.

Adopted: Autumn 2019

Review date: Autumn 2021

Section 1

1 Rationale

The Cowplain School is committed to the entitlement of all students to an inclusive education.

The School acknowledges that the quality of provision has a significant impact on students' behaviour. It is our aim therefore to avoid behaviour problems occurring through effective education and the establishment of positive relationships. We aim to achieve this by a Behaviour policy reinforced by the notion of '*Rights, Respect and Responsibility*' and a system of rewards that promotes positive behaviour.

However within our 'duty of care' there will be circumstances when it becomes necessary to exclude a student formally for either a fixed-term or permanent period of time. Such a decision will not be taken lightly and with the full knowledge of the student and parent/carer.

1.1 Objectives

- To create a school community in which students accept responsibility for the choices that they make with regard to their behaviour.
- To help students understand their rights and also their responsibility to others and that there are consequences if they choose to behave in an unacceptable manner.
- To ensure a fair and equitable enforcement of the School's Exclusion Policy.
- To ensure that the School's Policy is in line with recognised good practice.
- To ensure the decision to exclude is accompanied by consideration to:
 - Students' access to his/her learning.
 - Preventative work during the period of exclusion.
 - Alternative provision, 6 days or longer.
 - Liaison with LA, in the case of permanent exclusion.
 - Readmission procedures and support.

Section 2

2 Alternatives to Exclusion

We are committed to exploring every alternative to exclusion and, if possible, will take advantage of other opportunities to educate students in school before the sanction of exclusion is implemented; for example, isolation, alternative start and finish times, a personalised timetable or short-term internal supervision.

2.1 Internal Supervision

Internal supervision will be actioned and implemented by a Pastoral Leader in conjunction with a senior member of staff and Head of Lower or Upper School. This may involve close monitoring of a student during the school day in a designated area and will generally see a student complete the same work as their peers in the same teaching groups. Where appropriate, this may involve the provision of an alternative curriculum whereby the student works to different start and finish times to other students and completes alternative work to that completed by his/her peers.

- A Pastoral Leader or senior member of staff will inform the student and parent/carer verbally of the decision.
- A formal internal supervision letter will be produced; A copy will be posted, 1st class, to the parent/ carer. The letter will include arrangements for the provision of work and preventative work that is to be organised.
- The Pastoral Leader will oversee the organisation of school work and arrangements for preventative work to be actioned.
- The length of internal supervision may vary from a single lesson to a number of days depending on the seriousness of the behaviour that resulted in the student being placed in internal supervision.

It is likely that if internal supervision is unsuccessful in addressing a student's contravention of the Behaviour policy and School rules an exclusion may be implemented.

Section 3

3 Strategies for Implementation of Fixed-term, 6+ days and Permanent Exclusions

- The Headteacher will make the decision to exclude based on the outcomes of an individual case.
- The decision will only be made following a full investigation. This may take the form of:
 - 1:1 interviews with each individual known to be involved. This may include member(s) of staff. A written record of each interview will be made, signed and dated by the interviewer and the interviewee.
 - Written statement written by the 'accused', signed and dated.
 - Written statement written by the 'victim(s)', signed and dated, where applicable.
 - Written witness accounts, signed and dated,
 - Assessment of the findings by the delegated member of staff conducting the investigation in consultation with a member of SLT. Written recommendation to the Headteacher outlining:
 - Main findings and supporting evidence.
 - Previous relevant information.
 - Suggested type of exclusion (in the case of a fixed-term, the number of days).
 - Steps to be taken to provide preventative work with the student during the period of the exclusion.
- The Headteacher will analyse the information and decide the actions to be taken.
- The Headteacher will inform the governing body
 - of a permanent exclusion or if,
 - If it would bring the child's total to 15 days in one term
 - if a child will miss a public examination as a result of the exclusion.

3.1 In the event of a fixed-term exclusion being agreed (1-5 days).

- A Pastoral Leader or senior member of staff will inform the student and parent/carer verbally of the Headteacher's decision.
- The Headteacher will prepare a formal exclusion letter. A copy will be posted, 1st class, to the parent/carer. The letter will include arrangements for the provision of work and details regarding a reintegration meeting.
- A senior member of staff or Pastoral Leader will oversee the organisation of school work and arrangements for preventative work to be actioned.

3.2 Strategies for a Fixed Term Exclusion of Six Days or More

- The Pastoral Leader or senior member of staff will inform the student and parent/carer verbally of the Headteacher's decision.
- The Headteacher will prepare a formal exclusion letter. A copy will be posted, 1st class, to the parent/carer. The letter will include arrangements for the provision of work and preventative work that is to be organised.
- A senior member of staff or Pastoral Leader will oversee the organisation of school work and arrangements for preventative work to be actioned.
- From Day 6 of the exclusion alternative provision will be made available by the School for the student to have access to full time education. In most cases, this will take place at a local school; however, the provision will be planned according to the individual needs of the student and may include education in an alternative local school, a Local Authority Education etc... All alternative provision will be closely monitored by The Cowplain School.
- Duty of Care – In the event of a decision being made to exclude an 'at risk' student (LAC, SEN, disabled, registered with Youth Offending Team) the decision will be made in negotiation with the LA Exclusions Officer.

Section 4

4 In the event of a permanent exclusion being agreed:

- The Headteacher will inform the student and parent/carer verbally of the decision.
- The Headteacher will prepare a formal exclusion letter. A copy will be posted, 1st class, to the parent/carer. The letter will include arrangements for the provision of work and preventative work that is to be organised for the first 5 days of the exclusion.
- A senior member of staff or Pastoral Leader will oversee the organisation of school work and arrangements for preventative work to be actioned.
- Headteacher/Senior Member of Staff will inform the LA of the School's decision. A student referral form will be completed and forwarded to the LA to enable appropriate provision to be made available from day 6 of the exclusion.

Section 5

5 Parental responsibility

During the exclusion period, parents must take responsibility for supervising their child. The School may use its authority to issue a penalty notice if it is known that the student is in a public place without reasonable justification.

Section 6

6 Reintegration Meeting following a Fixed-Term Exclusion

A meeting will be held between the Pastoral Leader, Head of Upper or Lower School, Headteacher or another member of SLT, student and parent prior to readmission. The purpose of the meeting will be to:

- Seek a commitment from the student for a successful return to School.
- Reflect on lessons learnt from the exclusion. Agree terms of readmission through the use of a Individual Behaviour Support Plan e.g. continue to undergo preventative work, use of an Attitude Progress Card.
- Reinforce the School's expectations.
- If appropriate, the Pastoral Leader will oversee an update of a Risk Assessment to be kept in the student's personal file.

The school will maintain a record of exclusions. Data will be compared regularly with local and Hampshire exclusion statistics by SLT and Governors.

Section 7

7 The role and duty of the Governing Body

Details of the specific duty and role of the governing body in relation to exclusions are summarised in the document '*Exclusion from maintained schools, Academies and pupil referral units in England DFE, 2017.*' (1)

Monitoring, evaluation and review

The policy is monitored by Governors and the Senior Leadership team. The effectiveness of the policy (against the Objectives) will be reviewed by Governors and the Senior Leadership Team every 2 years.

Date Reviewed	Autumn 2019	Reviewed by	NBT	Next Review	Autumn 2021
Summary of changes made	Date change and 6 th Day Provision School				