



**The Dover Federation for the Arts
Multi Academy Trust**

Exclusion Policy

Policy reviewed	September 2019
Policy review date:	September 2020

EXCLUSION OF STUDENTS

Introduction

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of any Trust, School or College Behaviour Policy;
- If allowing the student to remain in a Trust School or College would seriously harm the education or welfare of the student or others.

Exclusion is an extreme sanction and is only administered by the Principal, Head of School (or, in the absence of the Principal, the Vice Principal or Assistant Principal acting in that role).

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 Behaviour Policy of any Trust school or college:

- Verbal abuse to staff and others
- Verbal abuse to students
- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Misuse / procession of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Racist or homophobic behaviour
- Unacceptable behaviour which has previously been reported and for which School/College sanctions and other interventions have not been successful in modifying the behaviour of the student.

This is not an exhaustive list and there may be other situations where the Principal or Head of School makes the judgement that exclusion is an appropriate sanction.

Rationale

This policy deals with the policy and practice which informs a School/College's use of exclusion. It is underpinned by the shared commitment of all members of the Trust community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the School or College Community and to maintain an appropriate educational environment in which all can aspire and achieve.
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

Exclusion Procedure

Most exclusion is of a fixed term nature and is of short duration (usually between one and five days). The DFE regulations allow a Principal/Head of School to exclude a student for one or more fixed periods not exceeding 45 School/College days in any one School/College year.

The Board of Trustees have established arrangements to review promptly all permanent exclusions and all fixed term exclusions that would lead to a student being excluded for over 15 days in a School/College term.

Following exclusion, parents/carers are contacted by either a phone call, email or ParentMail and informed of the incident. The pupil is isolated with a senior member of staff or in a safe location until contact is made and agreement given for them to leave site or be collected. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents/Carers have a right to make representations to the Board of Trustees and the Local Authority as directed in the letter.

A return to School/College meeting will be held with the student and parent/carers following the expiry of the fixed term exclusion and this will involve the Principal/Head of School and/or a member of the School/College Leadership team.

It is School/College practice to have this re-admission meeting with the parents/carers, a report card administered and where it is deemed necessary; a Pastoral Support Plan will be drawn up.

During the course of a fixed term exclusion the student is not allowed on the School/College premises and their daytime supervision is the sole responsibility of parents/carers. The School/College will provide work for the student to complete at home during this time. This should be collected by arrangement with the parent/carer or their designated representative.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on School/College premises including being under the influence of drugs, alcohol or other substances whilst at college.
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or a 'one off' offence.

These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon* (*Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.)
- Arson.

The School/College will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School/College.

General Factors the School/College considers before making a decision to exclude:

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School/College or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the School/College will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the School/College Behaviour policy.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- Ensure that where witness or staff statements are collected, that they are signed, dated and collated.

If the School/College is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is the School/College's usual policy in this particularly serious matter to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Board of Trustees Panel meeting when it meets to consider the School/College's decision to exclude. This Panel will require the Principal/Head of School to explain the reasons for the decision and will look at appropriate evidence, such as the student's School/College record, witness statements and the strategies used by the School/College to support the student prior to exclusion.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be requested to be supervised by parents/carers offsite at lunchtimes.

Behaviour Outside School/College

Students' behaviour outside School/College on School/College 'business' for example, School/College trips and journeys, away School/College sports fixtures or a work experience placement, is subject to the School/College's Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in School/College.

For behaviour outside School/College but not on School/College business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the School/College or on a journey to and from School/College is poor and meets the School/College criteria for exclusion, then the School/College may decide to exclude.

Drug Related Exclusions

In making a decision on whether or not to exclude for a drug-related offence the School/College will act in accordance with its published policy on drugs and may seek advice from the Drugs Education Advisor. The decision will depend on the precise circumstances of the case and the evidence available.

In some cases, fixed term exclusion will be more appropriate than permanent exclusion.

The School/College will make a judgement set against the criteria in the School/College's Drugs Policy.

Further Advice or Guidance:

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/alternative-provision>

https://www.kent.gov.uk/_data/assets/pdf_file/0011/78356/IASK-A-Guide-to-Exclusions.pdf

Further advice on Trust policy and procedure can be accessed by emailing:
[**company.secretary@dfamat.com**](mailto:company.secretary@dfamat.com)

Appendix 1 and 2 refer to intervention and procedure at Astor College



Appendix 1

ASTOR COLLEGE – Intervention Support

Internal exclusion

If a pupil needs to be removed from a lesson that is in progress, or a social situation, for disruptive behaviour or to provide the opportunity to calm down, it may be necessary to place that pupil elsewhere in the college. This may occur over break / lunch times and will be used in circumstances where it is not necessary to remove the pupil from the college site, but separation is needed. They will be placed in either another class, inclusion centre or the unit where appropriate support and supervision can be provided. This is known as a RED LIST

Mediation

If there is a conflict between two or more pupils, a member of staff will sit down with those involved and attempt to mediate the situation through discussion. This strategy may also be used if there is a conflict between a teacher and a pupil.

Restorative justice

This strategy is dependent on the cooperation of all parties involved in an incident or situation and will usually be used where one person has done something to upset or harm another. It can be helpful for the offender to redress the harm that they have done and hopefully learn from their mistakes. It can also provide closure for those who have been harmed.

Managed move

It may be in the best interest of a pupil to have the chance of a fresh start by moving to another school. This will only occur with consent from parents, the In Year Fair Access Committee, the Principal, and the receiving Headteacher. The new school will be asked by the Principal to accept the pupil and a meeting arranged for the expectations and arrangements to be agreed between both school, parents and pupil. This meeting will normally be convened by the pastoral lead for the relevant year group.

Parents will not be put under any pressure to agree to a managed move, especially in fear of a permanent exclusion, and the college will do everything it can to ensure that the transition is as smooth as possible.

Time out Placement

Instances may occur when it is necessary for a pupil to have a timeout placement at a local school in place of an exclusion. The Principal, or member of the Leadership in his absence, will arrange with the receiving school for the placement to take place.

An agreement will be signed (appendix 2) by all parties so that the rationale, expectations and timing of the placement are all understood and agreed.

Appendix 2



Astor College
Adaptable Creative Proud

Timeout Placement Contract

Name of Student	
Home School	
Placement School	
Length of Placement	

Agreement – Parent/Guardian:

I/We will:

- Ensure my child behaves with respect and courtesy towards others and acts as a responsible member of the community.
- Support the placement schools Policies and guidelines for uniform and behaviour, including the restrictions of using electronic devices, including mobile phones whilst on College premises.
- Ensure my child arrives on time and is correctly equipped for the duration of their placement.
- Ensure that I communicate effectively with the Timeout placement for the duration of my child’s stay.

Signature (s) of Parents/Guardians:

.....

Date:

Agreement – Home/Placement School

The Home/Placement school will:

- Support your child to engage with their learning whilst on placement.
- Provide work and resources for completion whilst at the placement.
- Care for your child’s safety and welfare whilst on placement.
- Respond to parental concerns as soon as possible.
- Keep you informed of progress made and any concerns that may arise during the placement.

Signature of Placement Contact Person:

Print Name:

Name of Placement School:

Date:

Agreement – The Student

I will:

- Attend the placement regularly and on time.
- Wear my full school uniform and be tidy in my appearance.
- Arrive with all the equipment I require daily and work to the best of my ability.
- Respect and comply with the polices of my placement school.
- Be polite and respectful to both staff and my peers for the duration of my placement.

Signature of Student: Date:

Copy on student file
Copy on SIMS