



HACKNEY NEW SCHOOL

EXCLUSIONS POLICY

The core vision of Hackney New School is to provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards each other and others in society. To enable all students to learn to their full potential the environment in school must be positive and supportive. There is no place for disruptive behaviour; the school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

This policy, alongside the Behaviour Policy, deals with the policy and practice which informs the school's use of exclusion. It is informed by The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- To establish a supportive, stable and stimulating environment where all members of the school community feel safe and able to develop to their full potential.
- To reduce the need to use exclusion as a sanction.

Principles

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

- (a) In response to a serious breach of the school's Behaviour Policy;
- (b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher (in the absence of the Headteacher this role will be delegated to the Deputy Head).

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:

- Verbal or Physical assault of a student or adult
- Persistent and repetitive disruption of lessons and other students' learning
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions eg damage to property, misuse of illegal drugs, theft, carrying an offensive weapon, inappropriate sexual behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

These incidents are entered into Arbor, our management information system, which enables us to track patterns of poor behaviour in order to put interventions in place to prevent escalation to exclusion, where relevant:

Exclusion procedure

Fixed Term Exclusions

Most exclusions are of a fixed term nature and are of short duration (usually between one and five days). The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

A Fixed Term Exclusion from the school can only be authorised by the Headteacher or Deputy Head acting on her behalf.

Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents on the same day. School staff will be informed and work will be provided for the student.

A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they fully understand the nature of their misbehaviour.

During the course of a Fixed Term Exclusion parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians.

Arrangements are in place to review Fixed Term Exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to standards in partnership between student, parent and school.

In some incidents, on the return from a Fixed Term Exclusion students will be required to attend lessons in the Behavioural Support Unit within the school so that a phased reintegration of the student can take place.

Arrangements are in place to review promptly all Fixed Term Exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination. The school also regularly monitors the number of Fixed Term

Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Permanent Exclusion

The decision to exclude a student permanently is a serious one and is only considered in the most severe of cases involving students where the health and safety and wellbeing of others is of serious concern.

Permanent Exclusion can only be authorised by the Headteacher and after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

Parents will be notified as soon as possible of the decision to exclude a student and the reason(s) for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. In the case of a Permanent Exclusion every effort will be made to have a face-to-face meeting between the parents and the Headteacher. A written confirmation of the reason(s) for the exclusion will be sent to parents on the same day. A copy will be sent to the Chair of Governors. School staff will be informed.

A student who is being Permanently Excluded will have the reason for his/her exclusion explained to them by the Headteacher, or member of the SLT, if practicably possible, so that they understand the nature of their misbehaviour.

The school regularly monitors Permanent Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

A Permanent Exclusion means that the student cannot enter the school premises for any reason.

General factors the School 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 or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the behaviour policy, equal opportunity and race equality policies
- Allow the student to give her/his version of events, where this is practicable
- Check whether the incident may have been provoked, for example by bullying

If the Headteacher is satisfied that on the balance of probabilities the student did what s/he is alleged to have done, exclusion will be the outcome. In reaching a

decision, the Headteacher will always look at each case on its own merits.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a severe breach of the school's behaviour policy and b) the effect that the student remaining in the school would have on the education and welfare of other students and staff. Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, a permanent exclusion will be issued.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governing Body, when it meets to consider the Headteacher's decision to permanently exclude. This committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's school record, witness statements and the strategies used by the school to support the student prior to exclusion.

Alternatives to Exclusion

Alternative strategies to exclusion will always be sought, where relevant. The threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

Behaviour Outside School

Students' behaviour outside school on school "business", for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the school's behaviour policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school but not on school 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 or on a journey to and from school is poor and meets the school criteria for exclusion then the Headteacher may decide to exclude.

Drug Related Exclusions

In making a decision on whether or not to exclude for a drug-related offence the Headteacher will have regard to the school's published policy on drugs and where relevant will also seek advice from the drug and alcohol awareness colleagues. The decision will depend on the precise circumstances of the case and the evidence available. In some cases fixed term exclusion may be more appropriate than permanent exclusion. The Headteacher will make a judgment set against the criteria in the school's Drugs Policy.

Appeals

All correspondence regarding an exclusion from school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the governors.
- 2) The Headteacher will provide the governors with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

This policy will be reviewed biennially.

Lesley Falconer
Executive Headteacher

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