



Exclusion Policy

Last Reviewed	October 2021
Next Review Date	April 2023
Ratified by the Trustee Board	April 2022

Exclusion Policy

1 Aims /Rationale

Horsforth School promotes positive behaviour through the Behaviour for Learning (B4L) and Positive Behaviour (PB) systems, high expectations both in and out of the classroom, through the rewards and sanctions pyramids, and through examples set by adults and student role models.

Learning that there are consequences to inappropriate behaviour is an important aspect of education and the PB policy has clear sanctions for when the schools expectations are not met.

There are occasions when it is necessary and appropriate to exclude students for a fixed period or in very rare cases, permanently. In most cases exclusion will be the last resort after a range of interventions have been tried to improve student's behaviour and engender a sense of personal responsibility.

Exclusion is viewed as the strongest sanction possible and is available to the school only through the authority of the Headteacher. A decision to exclude a student from school should be taken only:

- a) in response to serious breaches of the school's behaviour policy
- b) if allowing the student to remain in school could seriously harm the education or welfare of the student or others in the school.

The purpose of this policy is to clarify fixed term and permanent exclusions for the benefit of parents/carers, staff and students so as to ensure a consistent and fair process for all concerned.

2 Context

We are committed to the following:

- Ensuring every child has the right to an education
- Ensuring learners can learn and teachers can teach in a safe and supportive environment
- Ensuring good discipline so that all students can benefit from the opportunities provided by education
- Ensuring that disruptive behaviour is challenged and addressed
- Early identification of students with behaviour issues
- Early intervention and support packages for students with behaviour needs to prevent exclusion or subsequent exclusions
- Working closely with Primary Schools to establish pupils who are 'at risk' of not achieving in order to put a Personal Support Plan in place on arrival in Year 7. Where there have been behavioural issues at Primary School we can arrange meetings with parents/carers to plan jointly for the future
- Exclusion being a sanction perceived as a last resort when other strategies have failed
- Fixed term (FTE) exclusions will only be used for serious or repeated misdemeanours in line with our Managing Student Behaviour Policy
- Permanent exclusions will only be used as a last resort and in response to serious breaches of the school's behaviour policy or if allowing the student to remain in school could seriously harm the education or welfare of the student or others in the school.
- The policy will be operated in line with the statutory guidance received from the new exclusions framework from the DfE: September 2017

3 Evaluation

This policy will be evaluated annually by the Trustee Board of the Governing Body to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

4 Authors

This policy has been reviewed by SAN in March 2022.

5 Procedures

Procedures to support this policy are attached as follows:

- Appendix 1 Guidelines for the Prevention of Exclusion
- Appendix 2 Permanent and Fixed Term Exclusion
- Appendix 3 Circumstances for removing students from school
- Appendix 4 Information for Parents

Appendix I: Guidelines for the Prevention of Exclusion

The behaviour and attitude of students is tracked and monitored fortnightly by Pastoral Leaders and the Assistant Headteacher. A tracking wall is used to track high level sanctions for all year groups and for all students. Parents/carers are always contacted where the school has concerns around behaviour before the students hit the “at risk” stage. We try our best to engage all parents in supporting the schools discipline and behaviour policy at an early stage and provide interventions at phase 4-6 so as to prevent exclusions (phase 7-10).

Where support has not worked or a need has not been met and a student is deemed to be at risk of a fixed term or permanent exclusion, pastoral support interventions will be put in place. Trustees are notified of such students at Termly Trustee Board meetings.

Examples of school based support/intervention and outside agency support:

School Based Support/Intervention	External Agency Support
Amber or Red report	Alternative provision
Mentoring	Cluster referral
Leadership Team coaching	School around the Child
Personal Improvement Plan (PIP)	Common Internal Record (CIR) an assessment used for outside agency support
Lockdown	Managed move
Lunchtime Inclusion	Police intervention
Target setting	Youth Offending Service (YOS)
Attitude to learning (ATL) Report	Forward Leeds involvement
Change of subject or class	Educational Psychologist Referral
SPT Support Form Group	External Early Help Support
Change of form	Family Support, Parenting support via Horsforth Children Services
Weekly Parent meetings	Mindmate referral or support to access SEMH support
Personal Role/job	NWAIP intervention and outreach work
Sports Mentoring	SEMH PANEL
Revised Timetable	SEMH strategies
Behaviour Contract	Intense nurture and work with SEND team
Key Support Group (KSG) Referral	
Early Help Plan (EHP)	
Parent Contract	
Parent Panel	
Academic Panel	
SEND Support, Learning Support Mentor	
LINK referral	

Appendix 2: Permanent and Fixed Term Exclusions

I. Permanent Exclusion

Situations leading to permanent exclusion

Permanent exclusion may result from serious on-going behaviour problems, or if by allowing the student to stay in school this would seriously harm the education, welfare or safety of students or staff. There will, however, be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a student for a first or 'one-off' offence. These may include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal substance; or the possession of an illegal substance
- Carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Procedure for decision making

Permanent exclusion will not be imposed in the heat of the moment; it will be normal for a student to be fixed term excluded pending enquiries before a final decision is made.

Before deciding whether to exclude a student permanently the Headteacher will:

- Ensure that a thorough investigation has been carried out
- Consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, Race Relations legislation and Disability Discrimination legislation. Any decision to exclude must take account of potential Equality Act Issues i.e., is there potential for discrimination against a student with a protected characteristic (race, sex, disability etc.). We will give particular consideration to the fair treatment of students from groups who are vulnerable to exclusion (SEND, CLA and students with EHCP)
- 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, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body
- In reaching a decision on whether or not to reinstate a student, the Governing Body should consider whether the decision to exclude the student was lawful, reasonable and procedurally fair, taking account of the Headteacher's legal duties.

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Headteacher may exclude the student.

A panel of Trustees will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of a permanent exclusion.

2. Fixed-Term Exclusion

A fixed term exclusion (FTE) means that a student is not allowed to come to school for a certain number of days.

Students can also be excluded for lunchtime periods if behaviour at lunchtime is disruptive.

A fixed term exclusion can be for a fixed period of 1 to 45 days in an academic year.

A panel of Trustees will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- it is a fixed-period exclusion which would bring the pupils total number of schools days of exclusion to more than 5 in a term: or
- it would result in a pupil missing a public examination or national curriculum test.

Situations leading to fixed term exclusion

The School's Positive Behaviour (PB) Policy clearly states the situations which will normally lead to a fixed-term exclusion but it is also at the discretion of the Headteacher (or the Deputy Headteacher in his/her absence) to exclude a student for an incident which may not be covered by the behaviour policy and which is deemed to be of equal seriousness.

Fixed term exclusions will not be used for minor incidents, poor academic performance, punctuality concerns or breaches of uniform rules (except where the latter is resulting in persistent and open defiance of such rules).

The length of fixed term exclusion is at the discretion of the Headteacher but will be for the shortest time deemed appropriate.

Procedure after a decision to permanently or fixed term exclude a student has been made

- Parents/carers will be informed by telephone where possible that a decision to exclude has been made.
- This will be followed by a letter of confirmation outlining the reasons for the decision and the appeal process.
- Work will be set and alternative provisions if appropriate will be outlined
- The school will notify the Local Authority
- The School will notify the Governing Body
- Students will have a reintegration meeting after fixed term exclusion where it is expected that parents/carers will attend
- The purpose of the meeting is to promote an improvement in behaviour, to emphasise the joint responsibility between school and parents/carers regarding the student and to explore measures / support packages to prevent further misbehaviour

- The school will keep a formal record of all exclusions

Trustees

A panel of Trustees will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent
- it is a fixed-period exclusion which would bring the pupils total number of schools days of exclusion to more than 5 in a term: or
- it would result in a pupil missing a public examination or national curriculum test.

Appendix 3: Circumstances for removing students from school

We may have to remove students from mainstream lessons and/or the main school building to either the medical room, LINK, Bungalow, or the inclusion unit for:

- For medical reasons (after consultation with parent/carer) should a student's presence on site pose a serious risk to the Health & Safety of others, this is **not** classified as exclusion. This will be an authorised absence.
- For breaches of school's rules on appearance or uniform – this is an authorised absence and parents/carers will be notified. The school will work in partnership with parents/carers to remedy such issues so as to help the student re-join mainstream classes as quickly as possible within an agreed time frame. Decisions will be subject to child's age, vulnerability, parent's availability.
- A student who is suspected of having an offensive weapon, in possession of illegal drugs or alcohol, or being under the influence of drugs or alcohol will be refused entry to school. Parents/carers will be informed. The student will need to agree to a search and questioning. If that student refuses to co-operate this is an unauthorised absence.

Appendix 4: Information for parents/carers on Exclusion

Fixed-term exclusion: when a pupil is barred from the school for a fixed amount of time (including exclusions during lunchtime).

Permanent exclusion: when a pupil is permanently barred from the school premises.

Alternative provision: This refers to the education arrangements made for excluded pupils to continue to have a suitable, full-time education whilst they are excluded from school or cannot attend school for another reason. In some circumstances, alternative provision will be used where a child has not been excluded, including alongside mainstream or special education, or for a placement to address poor behaviour, as a support package or address an educational/medical need.

For what reasons can the school exclude my child?

There is no list of set behaviours for which we can or cannot exclude a pupil, the decision to exclude lies with the head teacher. The Headteacher can only exclude a pupil for a disciplinary reason (e.g. because their behaviour violates the school's PB behaviour policy). We will not and cannot, for example, exclude a pupil for academic performance/ability, or simply because they have additional needs or a disability that the school feels it is unable to meet. The Headteacher can exclude for behaviour outside of school, or for repeatedly disobeying academic instructions.

Can the school send my child to be educated elsewhere?

The Headteacher has the power to send a pupil to another education provider at a different location to improve their behaviour without the parents having to agree. Horsforth School also uses managed moves, in which we transfer a pupil to another school for a fixed amount of time— usually with a view to this being a permanent move, if it is successful. Parents must agree for the managed move to take place.

The School cannot force a parent to remove their child permanently from the school or to keep their child out of school for any period of time without formally fixed term excluding.

Can a school ask me to collect my child/send my child home early without following the formal exclusions process?

'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are not allowed, even if they are with the agreement of parents. The school will not do this.

Any exclusion of a pupil, even for short periods of time, or that day, must follow the formal process including being formally recorded as exclusion. Any fixed-period exclusion must have a stated end date.

Further Advice and Information

Statutory guidance on exclusions can be found on: www.gov.uk/government/publications/school-exclusion and www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

For further support, you may wish to contact Leeds Special Educational Needs and Disability Advice Support Service (SEND IAS) on: 0113 3951 200 or at www.leedssendiass.co.uk. In addition you can also contact the Children's Legal Centre. They provide free and impartial information on exclusion and other state education matters. They can be contacted on 0808 802 0008 or on www.childrenslegalcentre.com. The advice line is open from 8.00 a.m. to 8.00 p.m. Monday to Friday.