



TEMPORARY & PERMANENT EXCLUSIONS POLICY

1. Introduction

1.1. This Policy document details Hartmore School's Exclusion Policy, in relation to both Temporary and Permanent Exclusions. It is both a statement of intent, setting out our philosophical and theoretical framework for exclusion, as well as a procedure to be followed if exclusion processes are required.

1.1.1. As such, it should be used as guidelines by the Headteacher, teaching staff, Leas and other key stakeholders; ensuring a common understanding within the school and outside.

2. Rationale

2.1. It is a key principle of Hartmore School to endeavour never to permanently exclude any pupil. Trust, or the lack thereof, is often a significant problem for most of our pupils. This is especially true with regard to adult authority figures. Many have had very poor early educational experiences. Many have been subject to previous school exclusions (some many times, including permanent exclusions). We believe that once we have said "Yes" to a child and welcomed them to our community, we should avoid ever being in a position where that decision is reversed. Such a large rejection is inevitably and universally a negative and damaging experience for children.

2.1.1. Unfortunately, there are some circumstances where a permanent exclusion becomes unavoidable. In part, the purpose of this Policy is to lay out these very limited circumstances in detail, in order to provide absolute consistency and fairness, as well as ensuring proper safeguards are in place. Further, guidance as to how the needs of an individual pupil should be carefully balanced against the needs of other pupils, teaching staff and the school as a whole.

2.2. Hartmore School's approach to permanent exclusions is mirrored by its approach to temporary exclusions. As a point of firm principle they are always seen as final resort, only ever utilised if all other alternatives have failed. Further, they are only ever used purposefully; to achieve specific objectives that cannot be achieved in other ways. Pupil's behaviour is improved by being in school, not being absent from it.

2.3. Exclusion is never used as a punishment. There is no expectation that a forced absence from school, in of itself, is ever likely to alter future behaviour positively. Rather, exclusion is only ever used when:

2.3.1. The Headteacher decides there is a significant risk to the health, safety or welfare of pupils, members of staff or others (based on a strict criteria), unless a specific pupil/s are temporarily prevented from attending school.

and:

2.3.2. The issues arising of such a serious nature that The Headteacher decides time is required for reflection and planning to prevent a recurrence; and the pupil is required to be temporarily absent from school to achieve this.

2.3. In all cases of temporary exclusion, the time is used as constructively as possible to plan an appropriate intervention strategy for the pupil's return. This will always involve the pupil themselves.

2.4. Hartmore School has a clear, over-arching responsibility to keep pupils, staff and others safe. The Board of Directors holds the ultimate responsibility, with the named director Steve Miller. He delegates the day-to-day responsibility to ensure everyone's safety Headteacher, Harry Howells. This includes ensuring effective strategies for effectively managing potentially dangerous/harmful behaviours from pupils. Although a very minor part in the overall strategy, exclusion nevertheless, in the last resort, is sometimes necessary to keep everyone safe.

3. Aims & Objectives

- To ensure all pupils and staff are kept safe in the school
- To allow all pupils and staff to feel safe from physical violence in the school
- To enable pupils to be as happy and settled as possible in school
- To maintain high expectations of the pupils' behaviour and achievement
- To ensure every child is able to learn and reach their potential.
- To ensure pupils understand the seriousness of some behaviours
- To ensure appropriate action is taken to minimise repeated incidents of the same behaviour.
- To ensure that individuals receive the appropriate emotional and therapeutic support.
- To build positive relationships with pupils to reduce the chances of further instances of very high risk behaviours.
- To enable joint strategies between school and home to reduce the chances of further instances of very high risk behaviours.
- To enable joint strategies with other agencies, social or clinical services as required, to reduce the chances of further instances of very high risk behaviours
- To ensure all stakeholders are well informed and involved in efforts to reduce high risk behaviours

4. Criteria for Exclusion (Temporary Exclusion)

Temporary Exclusion will only be considered as an option in the following circumstances:

- Physical assault on another pupil
- Physical assault on a member of staff or visitor
- Serious incident/s of bullying
- Sexual assault (or significant risk of sexual assault)
- Any behaviour which could be considered life threatening or presents a risk of significant harm to the pupil themselves, any other pupil, any member of staff or visitor) e.g. Climbing on the School roof, throwing a heavy object at someone's head, dangerous behaviour whilst being transported in a school vehicle, threatening someone with a weapon)
- Assaulting (or interfering with) a member of staff involved in a physical intervention of another pupil
- Absconding from school, which results in the child placing themselves and/or others significant risk of serious harm
- Bringing a weapon into school
- Significant deliberate damage of property /Criminal damage (which could result in the involvement of the Police)
- Theft which results in the involvement of the Police
- Fire setting
- Smoking, alcohol use, solvent abuse and/or the use of illegal substances in school. Bringing illegal substances into school
- Any other event, which in the considered opinion of the Headteacher (or designated deputy) constitutes a serious and deleterious risk to the health, safety and welfare of any other pupil, member of staff or visitor, or to the school itself

5. Guidelines & Process (Temporary Exclusion)

5.1. Only the Headteacher has the authority to exclude a pupil from school (unless he is absent from school, in which case the delegated authority rests with the Lead Teacher (Cath Quinton) who deputises on such matters).

5.2. No decision to exclude may be made until the Headteacher has established the facts, and has the necessary information to make a full informed decision. Exclusion is a very serious matter, and should not be made lightly or only in partial possession of the facts.

5.2.1. Every effort must be made to expedite decision-making once the facts have clearly been established. Ideally, any decision to temporarily exclude a pupil should be made on (or at the latest at the end of) the school day in which the relevant incident occurred.

5.3. Any decision to exclude a pupil must be based on the strict criteria laid out in Section 4. Exclusion may only be used as a consequence of specific behaviours. These must be made clear in all records, as well as being clearly communicated to the pupil/s concerned (at the time of exclusion, or as near to it as possible).

5.4. The Headteacher will ensure that an Exclusion Letter laying out all necessary details (including the reason for exclusion, the length of exclusion etc.) is sent to the pupil's parents/carers and the pupil themselves. In addition, wherever practicable, the Headteacher should explain directly to the pupil the reason for exclusion and the length of their exclusion, prior to the exclusion beginning. In exceptional circumstances the final decision relating to the length of an exclusion might be taken during the exclusion period).

5.4.1. The Headteacher should also speak directly to the pupil's parent/carers as soon as possible, explaining the reasons for the temporary exclusion, its length and any other arrangements that have been put in place (such as 'work packs').

5.5. A Significant Occurrence Report is required for any and all incidents that result in an exclusion from school. This must be completed by staff who actually witnessed the incident/s itself as soon as possible after the incident itself (see Significant Occurrence Policy).

5.6. Once a decision to exclude a pupil has been made, they should return home as soon as is practicable. It is accepted that there are practical considerations. Parents/carers have to be notified and lifts arranged etc. For some parents/carers, it is not a straightforward task to make themselves immediately available to look after their child, when they were expecting them to be in school all day. On no account should any pupil be sent home to an empty house. Hartmore School's duty of care does not end merely because a pupil has been temporarily excluded.

5.6.1. If a child has been excluded, but is unable to immediately return home, they should not continue with lessons as before, but be accommodated away from the usual school activities.

5.6.2. To prevent the pupil suffering unnecessary humiliation in front of peers, when a decision to exclude is pending, they should be similarly accommodated away from the usual school activities. It should be noted that exclusion can be a painful, rejecting experience. Exclusion is the most serious punishment. Therefore all staff are expected to show the child appropriate compassion and empathy, (especially during this period), whatever they may have done.

5.7. Temporary exclusions should extend for the shortest possible period. It is intended not as a punishment, but as a 'reset'. It should provide the necessary time and space to take appropriate steps to

minimise the chance of a reoccurrence of the issue. By far and away the important element of a temporary exclusion is the reintegration process.

5.7.1. Ideally, no temporary exclusion should last more than a few days at the most.

6. Re-integration Following a Temporary Exclusion

6.1. A well-managed and purposeful re-integration into the school following a period of temporary exclusion is absolutely essential.

6.2. Regular and clear communication with the pupil and their parents/carers is an essential part of ensuring the temporary exclusion is purposeful and effective. Central to this is the setting up of a re-integration meeting. This re-integration meeting must be arranged as soon as possible after the decision to exclude has been made.

6.2.1. The re-integration meeting can be arranged at the home of the pupil during the period of exclusion, or upon return to school. The Headteacher should contact the pupil's parents/carers to agree the arrangements for the re-integration meeting as soon as is practicable. The re-integration meeting is to ensure the pupil understands 'why' they have been excluded and the seriousness of the behaviour(s) that resulted in his/her exclusion.

6.2.2. The re-integration meeting will also discuss what steps can be taken (by both the pupil and school) to avoid further instances of the behaviour resulting in the exclusion. There will also be an agreement regarding joint strategies between home and school to support the pupil, along with interventions designed to support the pupil on their return.

6.2.3. The re-integration meeting must also agree the day and time the pupil is return to school, along with any conditions or specific arrangements.

7. Guidelines & Process (Permanent Exclusion)

7.1. As previously stated, Hartmore School is committed to avoiding permanent exclusions whenever possible. It is a damaging experience for the pupil, and could have serious long-term effects. Many permanently excluded children (especially those excluded from special schools) drop out of education altogether, severely limiting their life-chances.

7.2. However, there are some circumstances where a permanent exclusion become unavoidable. This may occur in one of two circumstances:

7.2.1. The pupil has repeatedly, and over a protracted period, engaged in behaviours defined by Section 4, and that all other practicable interventions have been tried to address the behaviours, but with no success.

7.2.2. The pupil engages in a specific behaviour on a specific occasion that is so serious and/or so seriously jeopardises the health, safety and welfare of pupils, members of staff and/or visitors as to warrant no other response than the most serious. Behaviours may include serious crimes or legal behaviours that nevertheless put other at serious risk of harm.

7.3. In all circumstances, permanent exclusion may only be used that if in the considered view of the Headteacher (after appropriate consultation with both the whole teaching team and the directors), the possibility of the behaviours reoccurring remains likely.

7.3.1. In most cases, a formal review in the way of a meeting involving the key professionals (including the placing LEA) should take place prior to any decision to permanently exclude a pupil.

7.4. In the case of a permanent exclusion, the Headteacher must formally write to the pupil, their parent/carers explaining in detail the reasons for the exclusion. The right to appeal must also be notified to them.

7.5. In all circumstances, Hartmore School will endeavour to support the permanently excluded pupil to find a suitable alternative educational placement, and support their transition into it.

8. Appeal & Review

8.1. The pupil, their parents or carers have a right of appeal any permanent exclusion or any temporary exclusion planned to last more than three school days.

8.2. Appeals should be in writing or by email to Steve Miller (in the effective role of the Chair of Governors). Appeals should detail the reason for appeal.

8.2.1. For temporary exclusions for periods between 3 – 10 school days, appeals will consist of a review of the records and the decision-making process. The review process will not normally interview the pupil, their parents or others in these circumstances.

8.2.2. For temporary exclusions for periods of 10+ school days or permanent exclusions, the appeal process will usually include face-to-face discussion with the pupil, their parents/carers, Hartmore School staff and other stakeholders as required.

8.2.3. Pupils and their parents may wish to engage support for the Exclusion Appeal Process in the way of an advocate or similar.

8.4. The appeal process may confirm or overturn an exclusion, or recommend a permanent exclusion become a temporary exclusion. The decision of the appeal is final. The appeal process may also recommend extra support is needed to ensure the pupil's successful reintegration. This may require liaison with other agencies or the involvement of the other services, prior to reintegration.

8.4.1. In all cases, a full written explanation of the appeal decision will be provided to the Headteacher, the pupil, their parents/carers, the placing LEA and other stakeholders.

9. Making Complaints

9.1. Pupils, their parents/carers and other stakeholders may use their right to complain about any aspect of the exclusion process. Hartmore School has a full and comprehensive Complaints Policy, a downloadable copy of which is available on our website

10. Policy Review

This Policy was reviewed in April 2019. The next review is due in April 2020.



Appendix I

EXCLUSION FORM - Academic Year 2018/19

Name of Child:	Surname:	Forename:
D.O.B:	Gender:	Year Group:
Address:		
Telephone No:	Is the child Looked After: Local Authority responsible:	
Name of Parent/ Guardian:	Is the pupil subject to child protection plan?	
Ethnicity:	Special Needs Statement:	

Exclusion Information		
Exclusion:	Date of Exclusion:	
Number of Days:	Date for Return: Please see comments within form	Days this term:
Reason for Exclusion:		

Arrangements for re-integration Meeting

Who needs to be informed <i>(delete appropriate)</i>	
Social Care	Parent/carer
Social Worker	Police
Child and Family Service (Health)	Youth Offending Service
CAMHS	Educational Psychologist
Other	

Signature of Headteacher: _____ **Date:** _____

Completed Form To: _____