



Lincoln Christ's Hospital School

Exclusion Policy

Link member of staff: Claire Owens

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LCHS Exclusion Policy 2015 – 2016

Introduction

We require all students to behave in accordance with our school expectations as set out in our Conduct for Learning Policy. This document outlines that we require students to act sensibly to and from school, and to follow the instructions of staff at all times. There must be no lesson disruption, bullying, abuse or harassment of anyone, nor illegal substances or articles e.g. offensive weapons, on our premises. This is in accordance with both the *Education and Inspections Act 2006* and the DFE *Exclusions from maintained schools, academies and pupil referral units* (Jan 2015). If students do not act in accordance with our policy then we recognise that the temporary or permanent exclusion of the student may be necessary. With the exception of serious offences e.g. possession of offensive weapons, illegal substances or assaults which can lead to immediate permanent exclusion, our exclusions policy has a staged procedure, see below.

The Staged Procedure

This is overseen by the Pastoral Assistant Headteacher. It is an annual procedure. However, for students who have had a total of three exclusions they then re-enter at Stage Two in the subsequent year. For students with a total of four or five exclusions they then re-enter at Stage Four, for students with six or more they re-enter at Stage Five.

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| Stage One | An internal exclusion of at least one day to be completed (where possible) in school. This will be served in Isolation. This is used for first offences and students with one-off difficulties. The exclusion will be discussed with parents; they'll be informed that the child is on stage one of our exclusion policy. The student is excluded from lessons, but provided with their work. They are not excluded from school. |
| Stage Two | Internal exclusion, at least one day. This will be served in isolation. This will be detailed to parents in a letter and there will be a meeting too. The parent will be given a copy of our staged procedure at this meeting to highlight our response to further incidents. Following the day(s) in isolation, the student will spend a session in Turnaround to discuss their readiness to return to lessons. |
| Stage Three | Internal exclusion, at least two days. This will be served in isolation. This will be detailed to parents in a letter and there will be a meeting to discuss readmission. The staged procedure will be discussed again. Following the days in isolation, the student will spend a session in Turnaround to discuss their readiness to return to lessons. |
| Stage Four | External exclusion, at least two days, with a warning that a further excludable offence would result in an external exclusion of at least two days. On return to school the student will spend a day in Turnaround to build strategies to help them prevent a repeat of their poor behaviour choices. In Turnaround an initial Pastoral Support Interview will be completed with the student to start to establish a teaching plan and any further environmental changes school can make to support the student. |
| Stage Five | External exclusion, at least two days, with a warning that a further excludable offence will result in an external exclusion of at least five days. The readmission meeting will include: agreement of the formal Pastoral Support Plan; discussion of the staged procedure; an offer of additional support through EHA; referral to Need Bright Solutions. On return to school the student will spend at least one day completing their work in Turnaround to prepare for their successful return to lessons. |
| Stage Six | External exclusion five days. A review of the Pastoral Support Plan will be done at this point. Consideration must be given to a longer term placement in Turnaround (revised timetable), or to alternate provision if there is an appropriate one; this must be discussed with the family. Additional support (EHA/TAC) will be revisited too. If no EHA has been completed, it will be strongly advised at this point. |
| Stage Seven | External exclusion five days, with a warning that a further exclusion will almost certainly lead to a permanent exclusion. Further consideration of the PSP/Behaviour Support*/ alternate provision placement will be completed at this point. |
| Stage Eight | Depending on circumstances this will normally be a permanent exclusion. This is the most severe sanction. This decision must be ratified by the Governing Body via their Student Discipline Committee. |

*Behaviour Support is the collective term for the services we use to support student behaviour e.g. Turnaround, Need Bright Solutions, YMCA: EYS and The Showroom

The decision to exclude a student (temporarily or permanently) is never taken lightly. The Headteacher will consider the seriousness, or persistence, of the student's behaviour, together with the impact on the school as a whole of not excluding the student and on the integrity of our Conduct for Learning Policy. The relevant pastoral team will aim to identify those students at risk of exclusion through daily analysis of any behaviour incidents. This will allow them to put in support and preventative measures to avoid exclusion where possible. This investigation of causal factors and intervention to support will be used throughout the staged process in an attempt to avoid repeat exclusions. To enable school to support the student, they will need to engage fully in discussion during the exclusion process so that their views can be captured and acted upon.

Students will be given work to complete on their exclusion and a reflection exercise. The completion of these tasks is a compulsory part of the readmission process. School will set work and mark it when returned for exclusions of up to and including five days. If there is an exclusion of more than five days, the school has a duty to provide alternate provision from day 6.

This work will be reviewed in Turnaround on readmission and will form the basis of any Behaviour Support the student may receive.

Engagement in the readmission process is paramount. If the parent or carer is unable to attend the meeting at the agreed time, they should contact the school to rearrange. The readmission meeting ideally needs to take place before the end of the exclusion period to minimise missed school sessions. If it is not possible for the meeting to happen before this period, the student will be readmitted to school but will work in Turnaround or isolation until the meeting has taken place.

The readmission meeting is an opportunity to discuss the support available in school to avoid a repeat offence and need for an additional exclusion. It is an opportunity for all stakeholders to explore any potential barriers to success for the student and look at ways of reducing these barriers.

The restorative work in Turnaround gives the chance for further, more focussed, reflection while also providing classroom rehearsal following a period out of routine. Students are also introduced to the Cycle of Change as part of this process to allow them to have a greater understanding of their own behaviour.

Completion of time in Turnaround is part of the readmission process. This will be supported by a report for at least five days. This report is the student's responsibility. It must be completed in full each day and shown to the nominated key worker. Failure to complete the report or an unsatisfactory report will result in a same day detention being issued. The terms of the same day detention protocol and readmission report will be discussed and agreed with the student and family in the readmission meeting.

Communication

1. School will always try to contact the parent or carer via telephone to inform them of the decision to exclude. If they are not able to make contact, a message to call back will be left if there is a facility to do so.
2. A letter will be sent to parent or carer to formally inform them of the decision to exclude from Stage Two onwards. This letter will detail the dates of the exclusion, where it is to be served and the date and time of the readmission meeting. It will also contain a legal reason for exclusion. The letter also explains how a parent or carer can appeal the decision to exclude should they so wish and how the student can be involved in this process.
3. For students engaged with any level of Early Help or Children's Services support (EHA, TAC, CIN, CP, LAC), the lead professional will be informed of any exclusions and invited to the readmission meeting.
4. A copy of this policy document will be sent with the letter to the parent or carer at Stage Two for their information.
5. At the Stage Two readmission meeting, the Progress Leader or Pastoral Manager will present the Student Exclusion Record. This will be signed by the student and parent/carer.
6. A copy of the signed Student Exclusion Record will be given to family (at the meeting or sent in the post following the meeting).
7. The school copy of the Student Exclusion Record will be updated in any subsequent exclusion meetings.
8. For Stage 4 exclusions onward, the Annex A document will be shared at the readmission meeting and any updates sent to County.
9. In every readmission meeting, the Progress Leader or Pastoral Manager will also discuss the readmission report and Same Day Detention protocol to seek parental support for this and make note of any days this is not possible.

Links to other policies and statutory guidance:

- Conduct for Learning Policy
- Single Equalities Policy
- Child Protection Policy
- Anti-bullying Policy
- *Exclusion from maintained schools, academies and pupil referral units in England*, DFE, Jan 2015
- *Equalities Act*, 2010