



**Stony Dean School**

*Working to Inspire*

## **STONY DEAN SCHOOL**

### **Exclusion Policy and Statement**

**Date:** September 2020

**Review:** September 2022



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## Exclusion Policy and Statement

The school will follow the DfE and LA Guidelines (see Exclusion Guidance attached to the end of this policy)

At Stony Dean the focus is on creating a respectful climate for learning where sanctions and strategies are implemented consistently by all school staff. Pupils are consistently rewarded for good behaviour.

Any exclusion will follow the guidelines. Every set of circumstances is different and many factors will be taken into account before a final decision for exclusion is taken by the Head teacher.

“Exclusion is an important sanction for pupils involved in serious or persistent misbehaviour. We believe this sanction must be retained to protect the interests of other pupils and staff.” Steer Report 2005

## Alternatives to exclusion

A number of different alternatives may be available to head teachers in response to a serious breach of behaviour policy:

a) **Restorative justice**, which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise have resulted in exclusion. All professionals involved in the process need to be thoroughly involved and this can only work with the consent of all parties.

b) **Mediation** through a third party, usually a trained mediator, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties e.g. a pupil and teacher, or two pupils.

c) **Internal exclusion** which can be used to defuse situations that occur in school that require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion could be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods. Internal exclusion should be for the shortest time possible and should be subject to review. Learning Support Units should not be used to provide internal exclusion.

d) **Managed move** to another school to enable the pupil to have a fresh start in a new school. The head teacher may ask another head teacher to admit the pupil. This should only be done with the full knowledge and cooperation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned. In order to fully address the pupil's difficulties it may be helpful for schools within an area to have a protocol in place and to have a full support package in place for the pupil. Parents should never be pressured into removing their child from the school under threat of a permanent exclusion, nor should pupils' names be deleted from the school roll on disciplinary grounds unless the formal permanent exclusion procedures set out in statute and in this guidance have been adhered to (see section on unofficial exclusion in **Part 2**: paragraph 22 of this guidance).



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## **Exclusions (guidance from the LA)**

Schools routinely notify the LA of all exclusions. Where schools exclude pupils for a fixed term or permanently, the LA monitors and administers the process, which is set out by DfE, offers advice on procedures and collates data for DfE and for other professionals.

The Exclusions & Reintegration Officers (EROs) visit parents at home when a child is excluded permanently and offer intervention where a pupil is at risk of permanent exclusion, promoting alternative strategies such as Managed Moves, Restorative Justice or Mediation.

Advice on procedures in individual cases is also offered to schools, governors and parents:

Fixed-term exclusions - 45 days maximum in one school year

Lunchtime exclusions count as a half-day exclusion

Permanent exclusions - as a last resort after cumulative fixed term exclusions or as a 'one-off' for a serious offence such as:

- serious actual or threatened violence against staff or another pupil
- sexual abuse or assault
- supplying illegal drugs
- using an offensive weapon

Only the Head Teacher or Teacher in Charge of a PRU can exclude a child.

The Pupil Referral Units invite parents and pupil for interview to discuss the provision to be made available from the 6th day after a permanent exclusion.

The governing board (or the management committee in the case of a PRU) consider the Head's or Teacher in Charge of the PRU's decision where exclusion is permanent, where a fixed period exclusion is over 15 days or where parents wish to make representations if the exclusion is 15 days or less.

If the governing board or management committee supports the Head Teacher's decision to exclude permanently, parents have a right of appeal to an Independent Appeal Panel convened by the LA or Academy Trust.

The pupil is either reinstated following a reintegration meeting at school on return, or removed from school roll when the appeal procedure is exhausted.

Permanent exclusion cases, where a new mainstream placement is appropriate, are referred to the Fair Access Board. This Board was established under the Admissions Forum's Arrangements for the Admission of Vulnerable and Challenging Children in order to identify and facilitate a suitable full-time educational placement with minimum disruption to the education of pupils permanently excluded from school. It meets every half term to make recommendations on the appropriate placements for pupils with an action plan for reintegration & resources.



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Options for Key Stage 4 pupils may involve alternative education provision.