



The
Ongar
Academy

Policy Title	Exclusion Policy
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Committee Responsible	Education
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Exclusion Policy

Enquiries & comments

Any enquiries and comments about this publication may be made to:

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1 PURPOSE

The purpose of this policy is to set out the approach that The Ongar Academy will take to the exclusion of students.

This policy links to the school's Behaviour Policy and Anti Bullying Policy and it takes account of the DfE guidance on Exclusions from maintained schools and academies and student referral units in England (June 2012).

Appendix 1: Exclusions Sanctions Guide

2 SUMMARY

This policy links to the school's Behaviour Policy and Anti Bullying Policy and it takes account of the DfE guidance on Exclusions from maintained schools and academies and student referral units in England (June 2012).

3 AIMS

- To provide a framework for exclusions that is clear, fair, understood by students, parents/carers and staff and consistently applied.
- To ensure that exclusions are only used as a last resort.

4 OBJECTIVES

- To promote good behaviour and discourage inappropriate behaviour.
- To contribute to the maintenance of a calm and ordered school environment.

5 ROLES AND RESPONSIBILITIES

The Headteacher is responsible for ensuring the fair and consistent implementation of the policy and for all decisions on whether or not to exclude a student. The Headteacher may delegate to other senior leaders the arrangements for the support for students in danger of exclusion and for the reintegration of students returning to school after a fixed-term exclusion

The Board of Trustees*** is responsible for deciding whether or not to confirm the Headteacher's decision to exclude a student.

In the event of a parental appeal against the Board of Trustees decision to uphold a permanent exclusion, the school will draw on the services of a specialist company to undertake the Independent Review Panel (IRP) procedures.

***refers to Pupil Discipline (Exclusions) Committee

6 IMPLEMENTATION

Exclusions

Exclusions, whether fixed-term or permanent, may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the school's Behaviour Policy:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related (including legal highs and vaping)
- Damage
- Theft
- Persistent disruptive behaviour
- Weapons related

This is not an exhaustive list and there may be other situations where the Headteacher judges that exclusion is an appropriate sanction. On health and safety grounds allied to disrupting the learning of others, this includes deliberately tampering with safety equipment such as fire extinguishers or setting off a fire alarm.

Permanent Exclusion

There are two main types of situation in which permanent exclusion may be considered. The first is where a student exhibits a build-up of disruptive behaviours over time and continues to display persistent and defiant behaviour in spite of sanctions and the use of other strategies. In this respect it is a final, formal step in a concerted process for dealing with the disciplinary offences and adverse behaviours.

The second is in the exceptional set of circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence, regardless of previous disciplinary history.

Where the school considers that a criminal offence may have taken place, it reserves the right to inform the Police and other agencies, as appropriate.

In the event of a permanent exclusion, the Headteacher will work with the Local Authority and other agencies to ensure that suitable alternative provision is found for the student in question.

Making a decision to exclude

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

- Ensure that an appropriate investigation has been carried out.
- Consider all the evidence available to support the allegations.
- Allow the student to give his/her version of events.
- Look at the particular circumstances of each case.

The Headteacher has to be satisfied on the balance of probabilities that the student was responsible for the behaviour in question.

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 serious breach of the Academy's Behaviour for Learning Policy.
- b) The effect that the student remaining in the Academy would have on the education and welfare of other members of the Academy community.

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

Informing parents/carers

Whenever a student is excluded the Headteacher, without delay, will notify parents/carers of the period of exclusion, the grounds for it and how they can make representations to the Board of Trustees.

Behaviour outside of The Ongar Academy

Students who breach the school's Behaviour Policy whilst on school related activities such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place in school.

For incidents that take place outside the school and not during school related activities, 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. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school.

Exclusion of students from vulnerable groups

The Ongar Academy will pay due regard to the guidance on students with statements of SEN, looked after children and those from groups with consistently higher than average rates of exclusion, as outlined in Section 3 paragraphs 20-24 of the current guidance.

7 MONITORING & EVALUATION

The Headteacher will monitor the implementation and effectiveness of this policy, review it annually and submit a report to the Education Committee.

8 FREQUENCY OF REVIEW

This policy will be reviewed and updated annually with care taken that to ensure that it reflects the most recent DfE guidelines.

The Ongar Academy and its Board of Trustees are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.

APPENDIX – 1

The Ongar Academy Exclusion Sanction Guide

Scale & scope

This guidance is not intended to suggest that any form of adverse behaviour is acceptable – but is intended to inform investigation & response in proportion to the offence. It is also designed to promote consistency. This chart must be considered in the context of the exclusion policy and in the context of academy practice as outlined in the internal and external exclusion guide. All staff are reminded that only the Headteacher can sanction exclusion; **all** incidents must be investigated; **all** incidents require professional judgement.

Background Considerations	Scale 1	Scale 2	Scale 3
	▪ Accidental rather than deliberate	▪ Deliberate	▪ Vicious

Intent & Outcome What was the act/incident? What was the intent? What was the outcome?	<ul style="list-style-type: none"> No intention to harm 	<ul style="list-style-type: none"> Causes harm 	<ul style="list-style-type: none"> Causes extreme distress or injury
	<ul style="list-style-type: none"> Behaviours may have caused upset – but not requiring first aid 	<ul style="list-style-type: none"> Basic first aid check or medical required 	<ul style="list-style-type: none"> Requires medical attention/treatment
	<ul style="list-style-type: none"> Loss of temper (not control) 	<ul style="list-style-type: none"> Momentary loss of control/temper 	<ul style="list-style-type: none"> Out of control or premeditated
	<ul style="list-style-type: none"> Picking on – first offence 	<ul style="list-style-type: none"> Repeated act – targeted 	<ul style="list-style-type: none"> Deliberately & viciously targets
	<ul style="list-style-type: none"> Inadvertent – not thinking 	<ul style="list-style-type: none"> Knowingly nasty 	<ul style="list-style-type: none"> Extreme & violent
	<ul style="list-style-type: none"> First offence/time 	<ul style="list-style-type: none"> Repeated act of same behaviour 	<ul style="list-style-type: none"> Repeated in spite of interventions
	<ul style="list-style-type: none"> Refusal & lack of co-operation 	<ul style="list-style-type: none"> Complete refusal – more than once 	<ul style="list-style-type: none"> Persistent challenge & disruption
	<ul style="list-style-type: none"> Completely inappropriate – but accepts consequence/correction 	<ul style="list-style-type: none"> Challenging – not accepting consequence 	<ul style="list-style-type: none"> Repeated acts of defiance; failure to amend behaviour in spite of warning & intervention
Potential sanction range	<ul style="list-style-type: none"> Parental contact 1 Hr After School Detention Roots and Fruits Conversation Mediation, restorative conversation with victim Meeting with Parents Internal Exclusion 1 day Internal Exclusion 1-2 days IE sanction to include/be followed by meeting with parents and reconciliation meeting with adult. 	<ul style="list-style-type: none"> 1 Hr After School Detention Roots and Fruits Conversation Meeting with Parents Internal Exclusion - 2 days minimum External Exclusion on a range of 1-3 days maximum External Exclusion up to 5 days, particularly if it is a repeated act of external exclusion for the same offence IE sanction or external 	<ul style="list-style-type: none"> 5 days external pending further investigation 5 + external 5+ external and 5x IE 10 + Permanent External exclusion to include/be followed by meeting with parents and reconciliation meeting with adult or peer if appropriate; consider governor involvement and other agencies as required; formal warning of risk of permanent where build up as opposed to extreme one off

		exclusion to include/be followed by meeting with parents and reconciliation meeting with adult or peer if appropriate	
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Types of Behaviour

In line with the exclusions policy, behaviours that require investigation and sanction include:

- physical assault against a student
- verbal abuse/threatening behaviour against student
- bullying
- sexual misconduct
- damage
- persistent disruptive behaviour
- physical assault against an adult
- verbal abuse/threatening behaviour against an adult
- racist abuse
- drug and alcohol related (including legal highs and vaping)
- theft
- weapons related