

Marine Academy Plymouth

Exclusion Policy

Marine Academy Plymouth

VERSION CONTROL SHEET

POLICY NAME: Exclusion Policy

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Document date	Filename	Mtg submitted	Summary of changes required
8.6.16	Exclusion policy	Student & Welfare	Step process introduced
22.2.17	Exclusion policy	Student & Welfare	Minor changes

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Principles

This policy covers fixed term exclusions and permanent exclusions. Any form of exclusion is used only where appropriate and is always a result of a deliberation between middle and senior leaders about the decision. In the case of permanent exclusions the governing body is part of the process in reaching this decision.

Where possible the Academy looks to avoid exclusions and the time lost from learning, but on occasions exclusions are a necessary sanction for serious and/or persistent breaches of the Academy's Behaviour for Learning policy.

This policy is to be used in conjunction with the Department for Education guidance on exclusions. The link for this document has been placed below.

<https://www.gov.uk/government/publications/school-exclusion>

Fixed term exclusion

For serious behaviour incidents students may be issued with a fixed term exclusion.

Examples of what a fixed term exclusion can be issued for are given below.

- Intimidation and/or aggression to staff and/or students.
- Complete refusal to comply with staff
- Refusal to be internally secluded
- Persistent and prolonged disruption to learning
- Refusal/failure to of Heads of Year follow up detention

The final decision about a fixed term exclusion will be made by the Principal.

The process for a fixed term exclusion is outlined below.

Fixed term exclusion for less than 5 days	Fixed terms exclusion for 6 days of more
<ul style="list-style-type: none"> • Head of Year presents a summary of the facts to the Principal (or a member of SLT in the Principals absence) to sign • Head of Year contacts parents to set up return meeting and contract signing • Principal's PA generates a letter to parents informing them of the details and return from exclusion meeting • Letter is placed in SIMS linked documents 	<ul style="list-style-type: none"> • Head of Year presents a summary of the facts to the Principal or a member of SLT in the Principal's absence to sign • Head of Year contacts parents to set up return meeting and contract signing • Principal's PA generates a letter to parents informing them of the details and return from exclusion meeting • Principal's PA ensures EXC1 is completed and signed by the Principal • Letter is placed in SIMS linked documents • The Principal contacts the LA Inclusion manager, ACE and the Chair of Governors

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For students who receive one or more exclusions in a school term the following will apply;

- Allocation of a key worker
- A personalised contract stating behavioural expectations in line with the Academy's values
- Escalation up the exclusion intervention pathway

Once a student has been excluded then a return from exclusion meeting will be set up to reintegrate the student back into the Academy. At this point the student will sign a RFE contract (Appendix 1) and be informed of where they are on the FTE intervention support pathway (Appendix 1).

If the student fails to meet the expectations set out in their return from exclusion contract, the Academy will impose further sanctions that may be internal or further fixed term exclusions.

If a student fails to meet the expectations of their contract they will progress along the fixed term exclusion pathway.

Permanent exclusions

A permanent exclusion is the most serious sanction the Academy has and will only be used in the most serious and persistent circumstances. A permanent exclusion can impact on a student's life chances outside of the Academy and future employment opportunities. This is why it will always be a last resort.

The final decision about a permanent exclusion will be made by the Principal.

Students may be permanently excluded for the following reasons:

- A serious breach, or persistent breaches, of the Academy's behaviour for learning policy.

Examples of this include: serious violence towards a student or member of staff; the supply or intent to supply drugs; possession of a weapon; persistent bullying; sexual, racial or other harassment; sexual abuse or assault.

- Where a pupil's behaviour means allowing the student to remain in school would be detrimental to the education or welfare of the student or others in the Academy.

These incidents are an example of the types of behaviours that may lead to permanent exclusion and are not exhaustive, but indicate the severity of such incidents and the fact they are in direct and serious conflict with our core values.

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When considering a permanent exclusion the Academy will ensure that the exclusion is in line with statutory guidance and that the Principal and Governors consider all the relevant and mitigating factors in relation to the specific student, including their needs and background in relation to the evidence and proportionality on which the decision has been made. A flow chart provided by the local authority has also been included in the appendix.

The process for a permanent exclusion outlined below;

Permanent exclusion and appeal processes

1. A Governors' review panel is called within 15 school days of the exclusion. The panel will consist of the Principal, Head of Year and three nominated governors

2. The Principal's PA generate permanent exclusion pack which contains

- Letters to parents informing them of the time and date of the meeting
- Principal's report (anonymised) which incorporates all supporting evidence
- Plymouth information passport
- Latest Progress report
- Registration certificate (Key worker attendance)
- Incident report
- Copies of all exclusion letters that the pupil have had
- Copy of statement/EHCP (SENCo)
- Copy of I.E.P's (SENCo)
- Any other relevant document

THIS PACK IS CHECKED BY THE PRINCIPAL AND COPIES DISTRIBUTED TO THE LA INCLUSION MANAGER, THE VICE PRINCIPAL, ASSISTANT VICE PRINCIPAL CARE TO ACHIEVE AND THE GOVERNORS ON THE EXPECTATIONS PANEL
Hard copies of this pack are made available for the meeting.

3. The day before the meeting the Head of Year will confirm the parent/carer attendance. The Principal's PA will prepare the meeting template and make arrangements to ensure the room is prepared for the meeting.

4. Once the meeting has concluded, the Principal will check the minutes and insert resolved into the final paragraph.

These minutes should go out within 24 hours of the meeting containing an **appeal date** that is within 15 days of the Governors expectations panel. The minutes will be distributed to;

- The Principal
- Chair of Governors
- Governors that sat on the expectation panel
- Inclusion manager for the LA
- Headteacher of ACE
- Head of Year

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Appendix 1

Return from exclusion core Values contract

Name		Year	
Tutor group		Date	

At Marine Academy Plymouth our Core Values are Community, Aspiration, Achievement and Respect. We are guided by these Core Values in all we do and we expect all members of our school community to demonstrate a commitment to them. <NAME's> recent behaviour is inconsistent with our Core Values and the terms of this contract sets out the expectations we have of <NAME> to address this. A further review will take place should <NAME> behaviour remain inconsistent with our Core Values. Persistent or extreme behaviours that are in contravention of our core values may lead to managed transfer or permanent exclusion.

Expectations: <NAME> must...

Signed (**Student**):

Signed (**Parent/Carer**):

Signed (**HOY**):

Signed (**Principal/VP/AVP**):

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Return from fixed term exclusion intervention pathways			
Pathway 1	Pathway 2	Pathway 3	
Extreme behaviours (Depending on the severity and nature of the incident there may be reason to move immediately to permanent exclusion. Example but not exhaustive behaviours are listed in 7.20)	Physical/Verbal aggression	Persistent failure to meet Academy expectations	
Step 1 First fixed term exclusion			Current step (√)
<ul style="list-style-type: none"> Completion of return from exclusion contract. Parental meeting with HoY. 			
Step 2 Subsequent fixed term exclusions (From any pathway)			
<ul style="list-style-type: none"> Completion of return from exclusion contract Parental meeting with HoY and SLT link Personalised support package (Examples include allocation of Key worker, adapted timetable, liaison with external support agency) 			
Step 3 Principal's expectation meeting			
<ul style="list-style-type: none"> Completion of return from exclusion contract. Meeting with HoY and the Principal. Offsite behaviour support Intervention pathway discussed, including the possibility of managed transfer or a trial placement. 			
Step 4 Governors' expectations panel			
<ul style="list-style-type: none"> If previously stated intervention support strategies are no successful and the student fails to meet the academy's expectations then a Governor Expectation panel will be convened to discuss the future educational provision for that child. The governors will form a contract outlining expected behaviour and detailed outcomes that that will be signed by the student, parents/carers, the Principal and the Chair of Governors. If this contract is breached the Principal will move to permanent exclusion. 			
Step 5 Permanent exclusion			
<ul style="list-style-type: none"> Following the breach of the Governors Expectation contract students will be permanently excluded from the Academy. 			

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Appendix 2

Fixed term exclusion evidence sheet			
Name	Year/Tutor group	Date	
Outline of the incident			
Staff/Students present			
Decision			
FTE	YES/NO	Length	
RFE (Date and Time)			
Head of Year			
Principal/SLT			

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Appendix 3

