



THE BISHOPS' BLUE COAT CHURCH OF ENGLAND HIGH SCHOOL

EXCLUSION POLICY

Is this policy statutory?	Yes
Review Period	3 Years
Date Approved	January 2021

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1.0 Statement of Intent

1.1 At The Bishops Church of England High School, we understand that good behaviour and discipline is essential for promoting a high quality of education. This Policy is informed by the Christian values which are the basis for the school's work and any actions taken under this policy will reflect this. The school recognises that certain students, because of unacceptable behaviour, can spend a disproportionate amount of time in discipline, counselling and small group/individual work. We are committed to these students, and the academy feels it can support these children if it receives full parental support; does not feel that the child is a persistent bully (i.e. other students and staff are not intimidated by that individual); does not feel that to continue to provide a place for that child significantly damages the learning and well-being of others; and the child does not persist in disruptive behaviour contrary to the academy's Behaviour Policy.

1.2 The Bishops' Blue Coat CE High School is committed to providing optimum learning opportunities for all its students and supporting this provision through all difficulties experienced by students. Any fixed-term or permanent exclusion in this context is a major decision and will be made within clear parameters. All decisions will be lawful, reasonable and fair.

The school pays due regard to the principle legislation, namely:

- the 2011 Education Act
- the School Discipline Regulations 2012
- the Education and Inspections Act 2006
- the Education Act 1996
- the Education (Provision of Full-Time Education for Excluded Pupils) Regulations 2007, as amended by the Regulations 2014
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017

1.3 The school recognises that certain students, because of unacceptable behaviour, can spend a disproportionate amount of time in discipline, counselling and small group/individual work. We are committed to these students, and the school feels it can support these children if it receives full parental support; does not feel that the child is a persistent bully (i.e. other students and staff are not intimidated by that individual); does not feel that to continue to provide a place for that child significantly damages the learning and well-being of others; and the child does not persist in disruptive behaviour contrary to the school's Behaviour Policy.

2.0 Scope and Purpose

- 2.1** This policy covers all students in the Bishops' Blue Coat CE High School. We are mindful not to discriminate against children on the basis of protected characteristics such as disability. Children with identified special educational needs and disabilities (SEND) will need more support to meet expectations, although they must not present a health and safety risk to staff or students and must be within the control of the school. The Headteacher will pay due regard to the SEND Code of Practice when excluding a child with an identified need.
- 2.2** A student may be excluded for one or more fixed term periods (up to a maximum of 45 school days in a single academic year) or permanently. Students can be excluded for full days or parts of a day or from the premises at lunchtime if behaviour at this time is disruptive. Usually the Headteacher will exclude for one, two- or three-days following consideration of:
- Information provided by the student.
 - Any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the student's wellbeing has been compromised, or they have been subjected to bullying.
 - consideration of whether the student has received multiple exclusions, is a member of a vulnerable group and whether exclusion is serving as an effective sanction.
 - Consideration of the strategies used to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess students who demonstrate consistently poor behaviour

The school has the duty to arrange for education if a fixed-term exclusion goes beyond five days.

- 2.3** The purpose of this policy is to provide clarity to stakeholders.

3.0 Roles and Responsibilities

3.1 The Headteacher

Only the Headteacher has the power to exclude a student following a breach of the behaviour policy. When establishing facts, the Headteacher must apply the civil standard of proof: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

The Headteacher will consider any representations made by parents and carers about exclusion. The Headteacher will consider the reinstatement of an excluded student, where:

- The exclusion is permanent.
- The exclusion is fixed period and would bring the student's total number of excluded school days to more than 15 in any given term.
- The exclusion would result in the student missing a public examination.

Following the Headteacher's decision to exclude a student, they will ensure the parents and carers are informed of the period of the exclusion and the reasons behind this.

The Headteacher has the right to direct a child to off-site education. A permanent managed move as a preventative measure or as an alternative to permanent exclusion should involve the agreement of the family. Parents will be informed initially by telephone and, if possible, in a face-to-face meeting. This will be followed up with a letter.

The Headteacher must notify the Governing Body immediately in the case of a permanent exclusion of where a fixed-term exclusion extends beyond five days. They must also inform the Local Authority of any permanent exclusion.

Permanent exclusion criteria is referenced in the School Behaviour Policy. There must be evidence that the school has used a range of strategies to try to improve the situation where there have been longer-term issues.

The Headteacher will not postpone taking a decision to exclude a student due to a police investigation being underway, or any criminal proceedings that are in place but will be mindful evidence is limited by a police investigation, to ensure that any decision made is far and reasonable.

3.2 The Parent/Carer

The parent/carer may write to the Governing Body to ask them to review a fixed-term exclusion, although the Governing Body does not have the power to overturn such a decision if it is less than five days. Parent/carer's do have the right to be informed of any fixed-term exclusion and the right to attend a Pupil Disciplinary Committee, hereafter PDC. A parent/carer may make representation if a fixed-term exclusion is more than five days.

The parent has a duty to ensure their children are not in a public place at any time during the school days where they are excluded. Failure to comply with this could lead to a fixed penalty notice or prosecution.

In the case of a permanent exclusion, a meeting will be arranged, and the parent may arrange representation and / or bring a friend. Parents have the right to apply for a review by an independent review panel within 15 days of the notification.

3.3 The Governing Body

In the case of a fixed-period exclusion where the student's total number of excluded days is more than five but less than 15 school days within a term, if requested by the parents and carers, the PDC will consider exclusions within 50 school days of receiving notification. The PDC will set out its decision in writing to the parents.

In the case of a permanent exclusion, the Schools' PDC (at least 3 governors,) must arrange a hearing within 15 days of receiving the notification. The Governing Body must ensure the student's name is removed from the school roll once 15 days have passed since the parents have been notified. In the case of an application to an independent review panel, the school should wait to remove the student from the school roll. The Governing Body does not have the right to overturn the Headteacher's decision to fixed-term exclusion for less than five days. In the case of a fixed-term exclusion of less than five days, the PDC may hear a parent's representation but does not have the power to reinstate. The PDC will set out its decision in writing to the parents.

3.4 The Local Authority

In the case of a permanent exclusion, the local authority must arrange suitable full-time education no later than the sixth day of exclusion.

3.5 An Independent Review Panel

An independent review panel does not have the power to direct the Governing Body to reinstate an excluded student. If they consider the Governing Body's decision is flawed, it can direct the Governing Body to reconsider its decision.

4.0 Prevention and Procedures

4.1 The school will make full use of the commitment communicated in on entry as the home-school agreement. The school will not exclude a student unless it is necessary to do so, such as in response to serious or continuous breaches of the schools' behaviour policy or if allowing the student to continue in school would harm the education or welfare of other students or staff.

4.2 Other than in the case of serious one-off incidents, the permanent exclusion of students will be the final sanction at the end of a lengthy series of supportive procedures.

4.3 Parent/carer's will be informed regularly and encouraged to support the school.

4.4 All stages of preventative and supportive work are documented, and parents are always informed of any action taken by the school. Continuous misbehaviour will bring the student to the point of exclusion. It should be noted that, in order to progress to this stage, the student must have seriously contravened school expectations, either by a one-off exceptional circumstance where either the law is broken or the student is 'beyond the control of the school' or by persistent disruptive/defiant behaviour.

5.0 Reintegration

5.1 Following any fixed-term exclusion, the academy will take reasonable steps to meet with parents and students to ensure there is clarity around the reasons for the action and to discuss the student's reintegration/readmission. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

6.0 Review of Policy

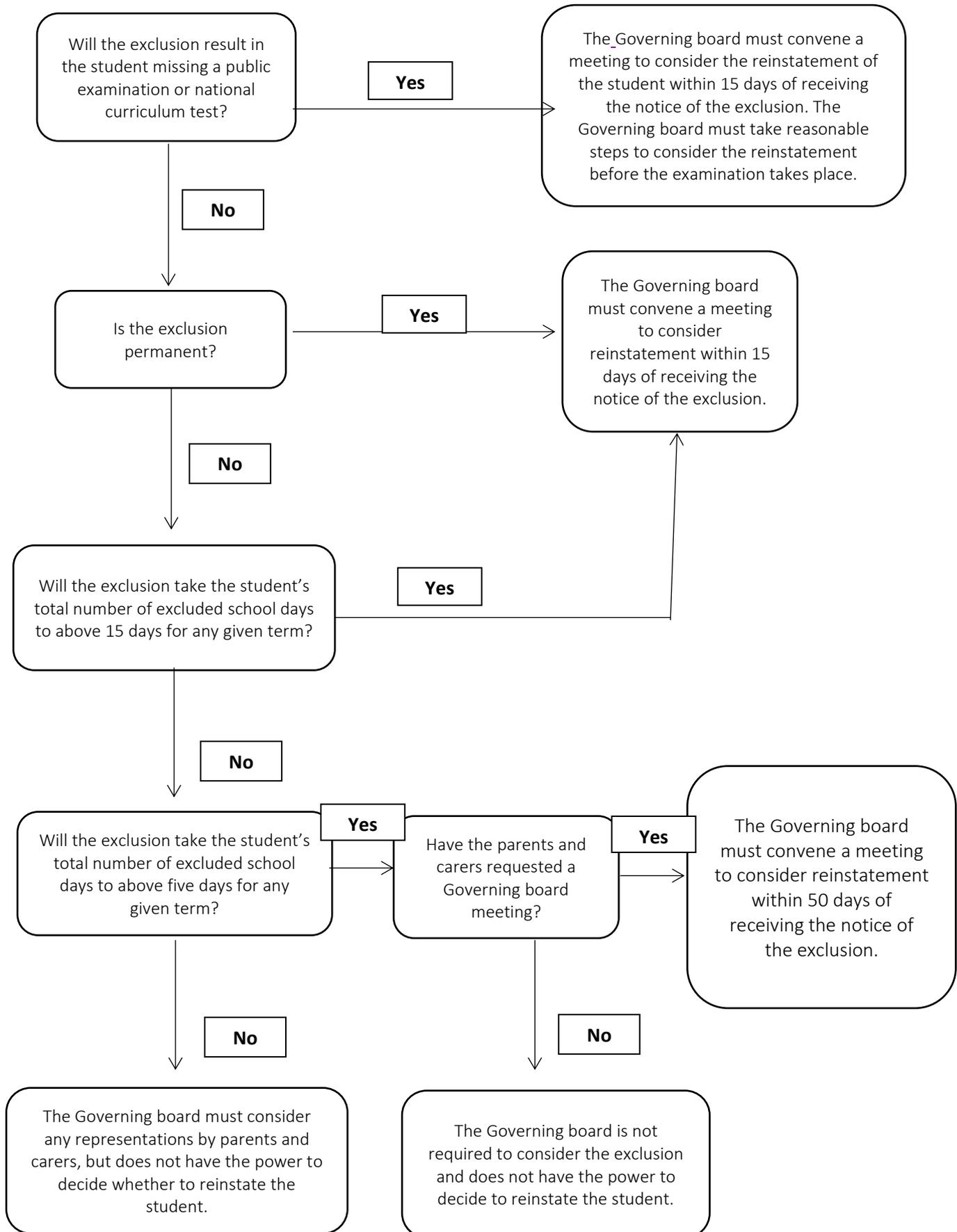
6.1 The Headteacher in conjunction with the Governing board will review this policy.

6.2 COVID changes can be found here: <https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

Appendixes

- A) Reviewing the Exclusion Decision
- B) Readmission Meeting Form

A) Reviewing the Exclusion Decision



**B) THE BISHOPS' BLUE COAT HIGH SCHOOL
Readmission MEETING**

Name: _____ T/Group: _____

Date of Exclusion/Internal isolation: _____ Number of Days: ____

Date of Readmission Meeting: _____

Reason for Exclusion/Internal Isolation: (See incident report forms etc. for detail)

People present at readmission interview:

Main Points of Discussion (use separate sheets if necessary)

•
Readmission agreement:

•
Review date for targets to be reviewed

Support in place for student

Support within School		Other Agencies	
TIR		CAMHS	
YLIR		Ed Psych	
Senior YL Critical Contract		Social Services	
SEND support		Youth Services	
Counselling		Counselling	
Pastoral support		YOTs/Police	
Chaplaincy		School nurse	
Parenting course (Youth Connect 5)		Health	
Change of Form/Class/Set		Careers	
Modified/reduced Timetable		Virtual school	
Time Out		Children in Cheshire Care Support Team	
Collapsed detentions		Young carers	
Step Out		Catch-22	
Behaviour Pathway completed		Turning Point	
Reasonable adjustments R2L		Others – please specify	
Others – please specify			

Has a TAF been offered to this family? Please give details of TAF offer/provision.

Has the following information been shared with parents at the meeting?

IRIS behaviour records (including BEST points) – check parent and student have IRIS log ins	Y/N
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Attendance records from SIMS	Y/N
Student educational passport if relevant	Y/N
Last monitoring report	Y/N
Relevant emails/statements about specific incident	Y/N
TAF leaflet	Y/N

Signature (School)

Signature (Student)

Signature (Parent/Guardian)

(Sometimes signatures will not be included e.g. where the readmission meeting has been conducted by phone or where this form is written up after the meeting)

B)