

THE FOREST SCHOOL

POLICY TITLE	Exclusion & Isolation Policy
PERSON(S) RESPONSIBLE FOR POLICY	Assistant Head for Behaviour

WHO IS GOVERNED BY THIS POLICY

Pupils

POINT(S) OF CONTACT

Headteacher, Senior Leadership Team

LINKS TO THE FOLLOWING POLICIES AND PROCEDURES:

Behaviour, Anti-bullying, Drug and Substance Abuse, Health and Safety, Safeguarding and Child Protection

MAIN ECM OUTCOMES (EVERY CHILD MATTERS)

Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well being

RATIONALE

This policy, which is linked to our Behaviour for Learning Policy, deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- 1) to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) to realise the aim of reducing the need to use exclusion as a sanction.

The Forest School wants every pupil to achieve to the best of his ability. We pride ourselves on rewarding pupils for all achievements, be they academic, pastoral or extracurricular. However, if school expectations are not being met then a range of sanctions can be applied to individual circumstances. Pupils who persistently behave in an inappropriate manner or who are involved in 'one-off' serious incidents may be identified as being at risk of exclusion.

Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour for Learning Policy:

- ◆ Verbal abuse to staff and others
- ◆ Verbal abuse to pupils

- ◆ Physical abuse to/attack on staff
- ◆ Physical abuse to/attack on pupils
- ◆ Indecent behaviour
- ◆ Damage to property
- ◆ Misuse of illegal drugs
- ◆ Misuse of other substances
- ◆ Theft
- ◆ Serious actual or threatened violence against another pupil or a member of staff
- ◆ Sexual abuse or assault
- ◆ Supplying an illegal drug
- ◆ Carrying an offensive weapon*
- ◆ Arson
- ◆ Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour

* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

The Forest School has a four stage disciplinary procedure which can be employed if a Pupil is identified as being at risk of exclusion. There is also an 'Isolation Room' which can be used for pupils who have behaved inappropriately.

POLICY STATEMENT

Aims:

- To provide clear guidance when isolation or exclusion is appropriate.
- To encompass the key elements of the DCSF guidance on exclusion from schools September 2008

Policy Review:

The working of this policy will be reviewed by the Governing Body annually. As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements and local authority advice.

Review Data:

At the annual review the following data will be examined:

- Number of exclusions with year on year comparisons
- Number of Pupils placed in isolation
- Patterns of exclusion

EXCLUSIONS PROCEDURE

Stage 1: Pupil is identified as being at risk of exclusion. This could be the result of accruing 30 or more points on their SIMs log or for more serious incidences. The Community Leader meets with and formally advises the parent that the child is to be placed on Stage 1 of the disciplinary procedure. A letter is sent home and the decision is logged on SIMS.

Stage 2: If no improvement is seen after an agreed period of time, or if a Pupil's behaviour deteriorates rapidly, a Pupil can be placed onto stage 2 of the procedure. The Community Leader and Link Assistant Headteacher, and member of the Inclusion Team meet with the parents and advise them that the child is to be placed onto stage 2. The child is assigned a named keyworker and a Pastoral Support Plan (PSP) is written. The Pupil may be isolated or externally excluded prior to discussion with parents. The decision is formally logged onto SIMS and a copy of the PSP is placed with it.

Stage 3: If a Pupil fails to respond to a wide range of support or if a Pupil is involved in a one off very serious incident they may be placed onto stage 3 of the disciplinary procedures. Often this will follow a period of external exclusion from school. Parents and Pupil are invited to a formal meeting, chaired by a school governor, with the Headteacher, Link Assistant Head, Director of Inclusion and Community Leader. A formal warning is given and the school governor warns the Pupil and parent about the possibility of a permanent exclusion from school if the Pupils' behaviour does not improve. Where appropriate the child's PSP will be updated and they will be asked to sign a behaviour contract. Minutes of the meeting are taken and these are logged with the Headteacher's PA.

Stage 4: A Pupil who reaches stage 4 of the disciplinary procedure through continued poor behaviour is excluded from Forest pending a Governors' Panel to consider making this decision permanent.

Review: At each stage review dates are set and Pupils can be moved down a stage of exclusion following periods of good behaviour.

The Pastoral Support Plan (PSP) A Pastoral Support Plan is a document designed to support any Pupil whose behaviour puts them at risk of exclusion from the Forest School. Parents, Pupils and, if possible, a local authority representative are invited to discuss the behaviour which is causing concern, what the Pupil can reasonably do to put it right and what additional support the school will put into place to help the Pupil improve their behaviour

PUPIL WITHDRAWAL

Teaching Staff should only make Pupil Withdrawals after following the School's Consequences Procedures. In the first instance, the Class Teacher should make a 'Team Referral'. In order to do this, the Class Teacher should complete the Referral Slip, and get a responsible pupil to accompany the offending pupil to the identified classroom, along with appropriate work for the pupil.

The Class Teacher should ensure that the incident has been logged onto SIMS and that the appropriate sanction has been set. At the end of the school day, the Class Teacher should make contact with the parent of the offending pupil, detailing the incident, and

what strategies will be used upon their son's reintegration to prevent a repeat occurrence. If the Class Teacher is uncomfortable in this role, then the act should be undertaken with the support of the Director of Learning, and the Community Leader informed of the action. A record of the call should be recorded on the pupil's file.

The Director of Learning should keep a record of all Team Referrals and include a log of follow up conversations made by Class Teachers. This will be reviewed fortnightly during their Line Management meeting with their Link Assistant Head.

In the event of a pupil refusing to be referred, a Pastoral Assistant (PA) or member of the Senior Leadership Team (SLT) is called. At this point, the situation becomes an SLT Referral and the pupil is removed to the Withdrawal Room.

WITHDRAWAL ROOM

The Withdrawal Room is an alternative setting for pupil learning following an incident during which a pupil has failed to adhere to school procedures regarding the rights of other pupils and teachers to work in a safe and disciplined environment. The aim of the Withdrawal Room is to deescalate negative pupil behaviour and to return pupils to their lesson or a suitable learning environment as soon as possible.

The Withdrawal Room is staffed each period by the Pastoral Assistants (PAs) and is made use of in particular instances of serious classroom disobedience or when the pupil's behaviour is detrimental to the progress of others. In addition, a pupil may be removed from lessons at the discretion of the Senior Leadership Team.

Pupils can also be placed in the Withdrawal Room following an SLT Referral. Parents will be notified of their son's withdrawal and the follow up sanctions that will accompany it (refer to the Behaviour for Learning Policy).

ISOLATION ROOM – INTERNAL EXCLUSIONS

Aims:

- To provide an area of isolation as punishment for extremes of inappropriate behaviour.
- To ensure that excluded pupils continue to receive equality of education.
- To reduce the number of external exclusions.

Procedures

Before any pupil can be referred to the isolation room a member of staff must have followed all procedures within the school Behaviour for Learning Policy. Formal referral to the isolation room is by members of the Senior Leadership Team only. Community Leaders and Directors of Learning will be consulted and, where possible, involved in the process.

The majority of referrals are for the period of one day. However members of the Senior Leadership Team may, in consultation with other staff can increase or reduce this time.

Some pupils with recognised additional needs may be unable to cope with a full day in isolation, and time may be spread over two days, or reduced if, for example, a pupil is on a part time timetable.

The isolation room consists of 6 booths where pupils are seated. Pupils are placed in isolation for the following breaches of whole school rules;

- A pupil has been involved in an incident which is not serious enough to require a fixed term exclusion, but too serious to warrant a detention.
- Failure to complete Senior Leadership Detention
- For breaches of contract targets as specified
- Two 'On Calls' in one day: i.e. they have refused to be referred from at least 2 lessons.
- Failure to complete their Isolation period

While in isolation pupils will be expected to fully comply with the rules of the isolation code; failure to do so will result in exclusion, an extension or a repeat of the sanction.

Isolation runs from 9.00 am-4.00pm.

When a pupil is referred to the isolation room parents must be contacted and informed of the duration and reason why. This should also be put into a letter and sent home; a copy of the letter will be kept on the child's school file and logged onto SIMS.

On the day that a pupil is placed into isolation they should report to the Pupil Reception at 9:00 a.m. They will be taken to isolation as soon as the duty member of staff arrives. Pupils should be aware of their time in isolation, however if they have failed to appear as requested the Community Leader should collect the pupil from their class and escort them to the isolation room.

All pupils who are in isolation should be in the isolation room by 9am. At the start of the day, staff will read the rules of the Isolation Room to the pupils.

Isolation Code

- Pupils will fully comply with 'Isolation Conduct Code'
- Pupils will follow all staff requests without question
- Pupils will present themselves correctly for work in full school uniform with equipment and their diary
- All work must be completed to the pupil's 'Personal Best'
- All pupils will observe the 'Silence' rule
- Days will only be regarded as completed when all conditions are met
- Pupils will remain in isolation during break / lunch

A pupil who is absent and does not produce a medical note will repeat the full period of isolation on their return to school.

A pupil must complete their isolation satisfactorily before they can return to classes. A record of the period they spent in isolation will be kept in the child's personal file.

Pupils who spend 3 or more sessions in isolation during a single term **may**, in consultation with their parents / carers, be placed on a fixed term Pastoral Support Plan.

Staff must complete a report sheet at the end of each lesson. This will be collected at the end of the day, and comments recorded on the school SIMS system. Inappropriate behaviour or failure to carry out work in isolation will lead to either additional time in isolation, or an external exclusion, to be determined by the Headteacher. Work and equipment is provided for pupils in isolation which is relevant, and appropriate to the age and ability of the pupil. A selection of worksheets and textbooks are also left in the isolation room and staff may set additional work if they deem it necessary. On return to their class, the pupil **may** be placed on report to monitor behaviour. Pupils should also be referred to other relevant professionals if this is deemed necessary. The Isolation room will be staffed by a member of the Forest School staff.

EXTERNAL EXCLUSION

The decision to exclude a pupil will be taken in the following circumstances: -

- In response to a serious breach of the School's Behaviour for Learning Policy
- If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the Assistant Headteacher who is deputising in that role).

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). This type of exclusion is free standing. It can be used by the Head teacher as a method of punishment. It is also usually used in conjunction with the stages outlined in the disciplinary procedure.

The DCSF regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination. (In relation to procedural matters pertaining to the composition and operation of the Governors' Pupil Discipline Panel, the Governing Body has agreed to adopt the procedural guidelines prepared by the West Sussex County Council.)

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations

Following exclusion, parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents

have a right to make representations to the Governing Body and the LA as directed in the letter.

A reintegration meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team, the Community Leader and other staff where appropriate

It is school practice to place the pupil on report to the SLT linked to the pupil's Community, usually for one week, to monitor behaviour and work. Where it is deemed appropriate, a Pastoral Support Plan will be drawn up and agreed with the school, pupil and parents. Time in the school's Inclusion area is also often used as a means to reintegrate a pupil who has served an external exclusion

During the course of a fixed term exclusion parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians. Parents could face a fixed penalty notice if their child is found in a public place during school hours without reasonable justification

On the 6th day of exclusion the Forest School is responsible, with other local authority partners, for educational provision for the child, be it in school, in another school or through the Pupil Referral service. A 5 day FTE will automatically result in a re-integration meeting with the Head teacher and the pupil being placed onto stage 2 of the disciplinary procedure and a PSP being written

If a pupil receives 15 days FTE in a school term, or 45 days FTE in a school year, a Governors Disciplinary Panel is convened and the pupil is put onto stage 3 of the disciplinary procedure and a PSP is written (or reviewed if it has already been completed)

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on School premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - ◆ Serious actual or threatened violence against another pupil or a member of staff
 - ◆ Sexual abuse or assault
 - ◆ Supplying an illegal drug
 - ◆ Carrying an offensive weapon
 - ◆ Arson

The School will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the school.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour for Learning and Single Equality Policies.
- Allow the pupil to give his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he is alleged to have done, exclusion will be the outcome.

EXERCISE OF DISCRETION

In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour for Learning Policy
- and
- the effect that the pupil remaining in the school would have on the education and welfare of other pupils and staff. Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion.

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

ALTERNATIVES TO EXCLUSION

The school works closely with the Local Authority, other secondary schools and the Weald and Horsham Behaviour Partnership to undertake managed moves where such a course of action would be of benefit both to the pupil and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

LUNCHTIME EXCLUSION

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

BEHAVIOUR OUTSIDE SCHOOL

Pupils' behaviour outside school, including on the way to and from school, on school "business" for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the school's Behaviour for Learning Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. If pupils' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion then the Headteacher may decide to exclude.

DRUG RELATED EXCLUSIONS

In making a decision on whether or not to exclude for a drug-related offence the Headteacher will have regard to the school's published policy on drugs misuse and will also seek advice from the LA's Drugs Education Advisor. The decision will depend on the precise circumstances of the case and the evidence available.