



CHIPPING NORTON
SCHOOL

EXCLUSION PROCEDURES STATEMENT (STATUTORY)

Date reviewed:	February 2020
Next review:	February 2023
Committee:	Impact Committee
Member of staff responsible:	Natalie Hancock (Deputy Headteacher)

1. Introduction

In response to serious incidents of poor behaviour, the Headteacher may choose to exclude a student. Exclusion is a last resort and is never desirable as it will inevitably diminish the young person's education. This loss will be set against the education and well-being of all members of the school community. With the exception of sending a young person home to rectify an issue e.g. collect correct uniform, there will be no informal exclusion. All exclusions must adhere to correct procedures and be carried out within statutory guidelines.

2. Incidents and Investigation

Once a serious incident has been reported to a member of the leadership team, an investigation will be started. Witness statements must be taken as soon as possible after the event and students' privacy will be respected. All staff in relevant posts may embark on an investigation if they know that an incident is serious: this includes all middle leaders and Pastoral Support staff. The perpetrator should be asked to give a statement, either in his/her own writing or scribed by the interviewer, ideally with specific question prompts. The statement should be checked/read aloud and the student should have an opportunity to add or change the statement. It must then be signed and dated.

3. The Decision to exclude

The Headteacher is the only person who may make a decision to exclude. In his absence or when delegated this responsibility also rests with the Deputy Headteacher. The decision to exclude will always be based on an investigation which will normally include a statement from the student. Exclusion decisions must be properly considered and not made in the heat of the moment.

Examples of mitigating factors are:

- Acceptance of responsibility and willingness to make amends
- Previous behaviour patterns
- Special Needs or disabilities which may have affected the incident or behaviour
- Provocation e.g. racist harassment or persistent bullying
- Where the safety of the child is in question or there is a safeguarding concern which places the child at risk

Examples of aggravating factors are:

- Previous behaviour patterns and/or warnings issued
- Danger or threat for other people in the community
- Refusal to accept responsibility or to cooperate with the investigation
- Premeditation

Examples of behaviour likely to lead to a fixed term exclusion are:

- Serious assault on another person
- Repeated disruptive behaviour aggravated by defiance of authority
- Carrying a weapon
- Other behaviour which is significantly harmful to the wellbeing of another person or other people.
- Possession or use of illegal substances

Examples of behaviour which may lead to Permanent Exclusion are:

- Repeated actions which cause others in the school to be unsafe
- Persistent and repeated defiance of the school's authority
- Supply of illegal substances (see the school's Drugs Policy)

The required standard of proof is 'the balance of probabilities'. More serious incidents/allegations will require a higher level of evidence and the Headteacher will need to use all available evidence.

Fixed term exclusions will normally be for 1-3 days and occasionally for 5 days. The number of days will be kept to the lowest number in order to achieve the desired outcome. If any fixed term exclusion is longer than 5 days, arrangements will be made for full time provision from day 6. This will be a very rare occurrence.

Permanent Exclusion will only be used as a last resort. The Headteacher must take into account all available evidence including a full investigation into the incident, a statement from the young person involved and the student's SEN if relevant. Alternatives to Permanent Exclusion will be considered and other members of the senior team will be consulted.

4. Procedures for Fixed Term Exclusions

Once the decision is taken it will be communicated to parents by telephone. The person calling (a member of the Leadership Team or a Head of Year) will tell the parent how long the exclusion is for and make arrangements for the student to continue studying at home. The caller will also arrange a time for a readmission meeting. A letter will be posted to the parents at the earliest opportunity. The administrative team will ensure that the exclusion is recorded on SIMS.

The school will ensure that the appropriate Pastoral Assistant will provide the student with school work to complete during the fixed term exclusion period.

The readmission meeting will be chaired and recorded by a member of the Leadership Team. The meeting will consider the incident and ask the student for his/her attitude to what occurred. The meeting will consider any background factors including SEN and will agree on expected targets for a successful return to school.

Finally, consideration will be given to any support which may be needed to ensure that the return is successful. This will always include a report and a further contact with parents. It will also consider any necessary restorative procedures and identify responsibility for any apology or restorative conversation. If a parent is unable or unwilling to attend a meeting the student's return to school should not be delayed.

The student may be placed in Leadership Team Supervision (LTS) for a period of time when returning from an exclusion. This will be determined by the Leadership Team.

The Head of Year will continue to monitor the student's behaviour and attitude to learning (using SIMS).

5. Monitoring Exclusions

Data on exclusions will be scrutinised by members of the Governors Impact Committee. The Governors will consider the number of days a student is excluded for and the proportion which affect students on the SEN register. They will also look at the type of incident and at patterns for groups including gender, FSM and ethnicity, and at the number of repeat exclusions.

The school's use of exclusion will be compared to local and national data whenever possible.

6. Appeals

All procedures for any appeals from parents will be considered in accordance with DFE guidance on exclusions.

Governors will meet to consider any permanent exclusion and they will meet to consider any student who is excluded for more than 15 days in a term.

LA guidance will always be sought and Oxfordshire County Council will be represented at any meetings to consider permanent exclusions.