



Rivers Academy Exclusions Policy	Reviewed and updated in accordance with the current systems.
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<b>Date of last review:</b>	February 2021	<b>Review period:</b>	1 year
<b>Date of next review:</b>	February 2022	<b>Owner:</b>	Sunita Khara
<b>Type of policy:</b>	Statutory/Network	<b>Regional Board approval:</b>	RB

# Exclusions Policy

## Principles

- The Academy is committed to providing optimum learning opportunities for all its students and to supporting this provision through all difficulties experienced by students.
- Any exclusion in this context is a major decision and will be made within clear parameters.

## Aims

- A minimum number of exclusions, whilst safeguarding the well-being of all and the education of other students.
- Understanding by all staff, students, parents and Governors of the Academy's commitment to its students and their learning potential.
- Understanding by all staff and Governors of the process and its seriousness.
- Agreed procedures available to parents and the Governing Body if necessary.

## Legislation and statutory requirements

**This policy is based on advice from the Department for Education (DfE) from:**

[Behaviour and discipline in schools](#) (January 2016)

[Exclusions from maintained schools, academies and pupil referral units in England](#) (September 2017)

## Practice

The Academy recognises that certain students, because of unacceptable behaviour, often spend a disproportionate amount of time in discipline, counselling and punishment. These students are worth persevering with and the Academy feels it can help these students if:

- We get full parental support as outlined in the *Partnership for Excellence Agreement*.
- We do not feel that to continue to provide a place for that student significantly damages the learning of others and the well-being of all the student does not persist in disruptive behaviour contrary to the Academy's Behaviour for Learning Policy.
- The Academy will make full use of the student, parent and carer commitment as outlined in the *Partnership For Excellence* agreement and the provisions in the Behaviour for Learning policy.
- The Academy does not exclude a student unless it is absolutely necessary to do so and if there is felt to be no other viable alternative.
- This is in response to serious or continuous breaches of the Behaviour for Learning Policy; or if allowing the student to stay would harm the education or welfare of other students or staff.
- The permanent exclusion of students will be the final sanction at the end of a long series of procedures, which are fully outlined in our Behaviour for Learning Policy.

# Types of exclusion

## Internal Exclusion

Students can be internally excluded by a member of SLT (removed from lessons) for a whole day (8.25 a.m. until 4.30 p.m.) and placed in the Internal Exclusion Room for any length from 1 day to 5 days.

The decision to internally exclude a student will be taken in response to breaches of the Academy Behaviour for Learning Policy, including persistent disruptive behaviour, failure to follow staff instructions or a situation whereby allowing the student to remain in mainstream classes the education or welfare of the student or other members of the community would be seriously harmed. There are specific actions or events that do automatically result in an internal exclusion:

- Rudeness to a member of staff.
- Racist, sexual or homophobic provocation.
- Internet abuse of another student (at home or in the Academy).
- Physical violence.
- Bullying.
- Plagiarism.
- Failure to attend an SLT detention (unless absent).
- 3 x SLT detentions = 1 day in the learning zone
- Truancy – Students will be immediately placed into the learning zone
- Uniform infringement (refusal to borrow uniform)
- Wilful and repeated transgression of protective measures in place to protect public health
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology

In every case, before making the decision to internally exclude a student, the member of SLT will ensure that a thorough investigation has been carried out, including allowing the student to give his/her version of the events, seeking any witness statements and considering any evidence of provocation (racial, sexual or otherwise).

The Academy can and will place students into Internal Exclusion on the day of an offence whilst an investigation is carried out.

In all cases where Serious Misconduct has taken place and a student is to be Internally Excluded parents/carers will be notified by the Behaviour Manager.

## Twilight Internal Exclusion

In the event that a student fails to meet the high expectations when placed into the learning zone the Academy may decide to place the student on Twilight Exclusion.

Parents will be contacted and the student will be sent home immediately with the parent.

Twilight Internal Exclusions will be utilised to ensure students are held to account for failing to follow instructions or disrupting student learning on the day of the misconduct.

The student will then return to the Academy to complete Twilight Internal Exclusion between the hours of 14.00 and 17.30. This is to avoid a Fixed Term Exclusion, which is placed on the students file and recorded.

### Fixed Term External Exclusion

The Principal has overall responsibility for external exclusion, supported by the Vice Principals. The Behaviour Manager will organise for appropriate record keeping and completion of all relevant paperwork for External Exclusions. Heads of Faculty hold all other responsibilities related to external exclusions including readmission meetings.

External exclusions are only used for the most serious incidents where the Academy feels that they cannot maintain a safe and orderly learning environment. Following an external exclusion parents should attend a re-integration interview with the student where the issues are discussed and targets set for returning to the Academy.

### Procedure for Fixed Term Exclusion

1. The Head of Faculty collects all necessary documentation on the incident/s. This will include the referral, student statements and witness statements.
2. After reviewing all documentation, the Subject Coordinator or Head of Faculty will see the Vice Principal.
3. At this meeting the paperwork will be discussed. Any extra evidence will be asked for.
4. If an External Exclusion is to be considered, the Vice Principal will meet with the Principal to discuss the issue and recommend a suitable sanction.
5. The Vice Principal will meet again with the Head of Faculty to inform them of the decision.
6. The Behaviour Manager will phone the parents to notify them of the decision, and arrange a meeting if appropriate.
7. The Behaviour Manager will ensure that the appropriate form is completed for the student file, a work pack and letter is provided to the student on leaving the academy site.

### The Re-integration Meeting

Re-integration interviews will be led by the Head of Faculty. The tone of such meetings will be positive, however, in the event that a student fails to accept responsibility or set appropriate targets the re-integration meeting will be judged unsuccessful, the student sent home with the parent and the meeting rescheduled.

Interviewers must follow the agreed form for a re-integration. Targets set during the interview must be put on the RFE report card, and the student must report to the appropriate person at the end of each day until the Academy is satisfied that targets are being met.

On returning from an External Exclusion students will undertake reintegration and reflection in the year group learning zone, including restorative conversations, if necessary:

- To ensure students are held to account for poor conduct;
- To ensure incidents of Serious Misconduct leading to an External Exclusion do not disrupt the main academy and the focus on learning when a student returns;
- To enable the Academy Inclusion Team and relevant Faculty staff to meet with the student to discuss their targets for reintegration to mainstream lessons.

Due to unprecedented circumstances all RFE's during the COVID Pandemic will take place virtually or by phone.

### Permanent Exclusion

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.

It is an acknowledgement by the Academy that it has exhausted all available strategies for dealing with a student. There will be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a child for a 'one off' offence.

A decision to permanently exclude a student would normally be taken in response to:

- Physical assault, verbal abuse or threatening behaviour against any student or adult
- Persistent, serious and on-going bullying, including e-bullying, racist, sexist or homophobic behaviour
- Sexual misconduct
- Drug or alcohol related incidents including possession, supply or use of drugs or alcohol on the academy site
- Theft from others, or of Academy property
- Persistent disruptive behaviour and persistent defiance
- The possession and/or use of any weapons (or any item which could be used as weapons or to cause harm)
- A malicious accusation against a member of staff

- Other breaches of the Code of Conduct or ethos of the Academy deemed to be serious enough to warrant this level of sanction

### **Other Relevant Policies**

Behaviour for Learning Policy

SEND Policy

Safeguarding and Child Protection Policy