



iMap Education

School Policy

Section	School Policies
Policy Number	SP-030
Policy Name	Exclusions Policy

Creation Date	Review date	Next Review date	Nominated Reviewer
01.05.15	17.05.23	15.05.24	Christine Merrick

EXCLUSION POLICY

1.0 Introduction:

This policy responds to the requirements of the Education Act 2011 all schools must have policies on student discipline and exclusion, which must be available to all parents and prospective parents. Parents and carers have the right to appeal against the decision to exclude a student.

2.0 Key Principles

- Students at the iMap School at Barrowmore are given the best possible education, whatever their background or ability;
- The Code of Conduct emphasises the students' entitlements and responsibilities;
- Students have the right to expect that their learning should not be disrupted by others.

3.0 Context

The iMap School at Barrowmore aims to provide a safe learning environment in which students can enjoy and achieve. The school's Behaviour policy emphasises positive strategies and, for the most part, the school environment is one of cooperation and shared responsibility. However, some incidents of unacceptable behaviour are not satisfactorily resolved through the normal channels and exclusions have to be considered as a last resort.

4.0 Exclusions

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

- In response to a serious breach of the school's Behaviour Policy and Code of Conduct;
- If allowing the student to remain at the school would seriously harm the education or welfare of the student or others in the school.

Exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour Policy and Code of Conduct:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct

- Damage
- Theft
- Persistent disruptive behaviour
- Weapons related
- Posing a health and safety threat

This is not an exhaustive list and there may be other situations where the Principal judges that exclusion is an appropriate sanction.

Monitoring, Intervention and Support

At the iMap School at Barrowmore there will be a range of strategies in place to address bad behaviour that may lead to exclusion. Students will be identified as at risk of exclusion and offered alternative or additional provision to meet their individual needs. These additional measures may include:

- the school engaging with parents/carers;
- placement on a daily report;
- detentions or other sanctions;
- curriculum alternatives;
- temporary part-time timetable;
- implementation of a Pastoral Support Programme;
- referral to other relevant agencies.

Permanent Exclusion

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

- 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. This would include persistent and defiant behaviour such as bullying.
- The second is where students may be excluded for a one off offence regardless of previous disciplinary history.

These circumstances may include:

- an assault on another member of the school community
- physical bullying
- sexual assault
- possession of an illegal drug
- possession of offensive weapons

Also in line with the exclusion policy, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

Making a decision to exclude

Before deciding whether to exclude a student, the school will:

- ensure that an appropriate investigation has been carried out;
- consider all the evidence available to support the allegations taking into account the Behaviour Policy, Code of Conduct, and Equality Policies;
- allow the student to give his/her version of events.

The Principal has to be satisfied on the balance of probabilities that the student was responsible for the behaviour in question.

Exercise of Discretion

The Principal will always look at the particular circumstances of each case. In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy and Code of Conduct.
- the effect that the student remaining in the school would have on the education and welfare of other members of the school community.

Behaviour outside iMap School at Barrowmore

Students who breach the school's Behaviour Policy and Code of Conduct whilst on school 'business' such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school. For incidents that take place outside the school and 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 student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school.

SEND (Special Educational Needs and Disabilities) Students and Exclusions

When considering whether to exclude a student with SEND, iMap School at Barrowmore pays due regard to government guidance updated in January 2015 which states that schools should try every practicable means to maintain a student with SEND in school and should seek local authority and other professional advice as appropriate. Schools should permanently exclude students with SEND statements only in exceptional circumstances. The guidance sets out that schools should make every effort to avoid excluding students who are being supported via School Action or School Action Plus, including, where appropriate, by asking a local authority to consider carrying out a statutory assessment. The guidance further states that, where a student with SEND is excluded, the Principal should work with the local authority to see whether more support can be made available or whether a SEND statement can be changed to name a new school. If either of those options is available, the head should normally withdraw the exclusion.

Roles and Responsibilities

The Principal is responsible for monitoring the implementation of the policy, including recording and analysing the profile of excluded students. The Principal is responsible for ensuring the fair and consistent implementation of the policy and for all decisions on whether or not to exclude a student. The Principal may delegate to other senior leaders the arrangements for the support for students in danger of exclusion and for the reintegration of students returning to school after fixed-term exclusion. There will always be a re-admission meeting with parents/carers and the excluded student with a written record of action points agreed and strategies and issues discussed.

The school will comply with the statutory requirement to provide education for any student from day six of fixed term exclusion, depending on the circumstances. Work will be provided for an exclusion of two days or more for a parent/carer to collect. The work completed must be brought to the re-admission meeting.

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