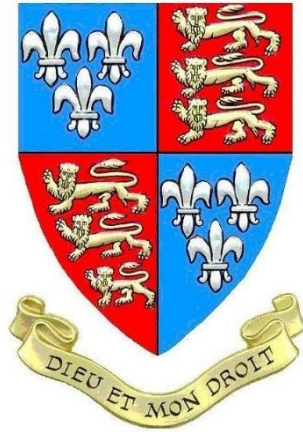


# King Edward VI Grammar School



## Exclusions Policy



*Encouraging Excellence Nurturing Talent*

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## Exclusions Policy

### Statement of Intent

King Edward's rarely resorts to the use of either a fixed term or permanent exclusion.

At the time of writing during the past decade King Edward's has only permanently excluded a handful of children, and given fixed term exclusions [external exclusions] to less than twenty children. Our preference is always to work with parents, children, and others to avoid permanent exclusion wherever possible and to educate and alter behaviour.

The school's behaviour policy describes the types of scenario in which the school will consider either external exclusions, alternative curriculum arrangements, or permanent exclusions but it also spells out the related pastoral interventions as well. In addition the school abides by and will follow the statutory guidance on exclusions detailed in the DfE Guidance on Exclusion from Maintained Schools available at [www.gov.uk](http://www.gov.uk)

There is no list of offences for exclusion as each case will be judged on its merits but in the past children have been externally excluded when an altercation or fight on school grounds has resulted in physical injury, or where repeated breaches of the behaviour policy and repeated attempts to curb the behaviour have not altered it: pupils often have a number of detentions or internal exclusions on their record.

In terms of permanent exclusion the school has *considered* permanent exclusion in the past where a criminal act has occurred on the school site e.g. theft, vandalism, or possession of drugs but also where repeated disruptive behaviour, and repeatedly ignoring directions has led to an accumulation of events either in or outside of the classroom.

### 3-5 Day External Exclusions

Given the school's extreme reluctance to use external exclusions any, and all, external exclusion should be viewed very seriously by the student, and the parent: they are a marker not only about the severity of the behaviour but are an indication of the school's increasing concerns, and usually - *with the exception of one off events* - represent the pinnacle of a catalogue of internal actions both pastoral and behavioural.

**External Exclusions in this context and especially in King Edward's context also open the door to the very real possibility of Permanent Exclusion.**

### Permanent Exclusions

The school has no desire to permanently exclude any child, or to tar children and their families with the stain of permanent exclusion, **nor** do we want to send able children from a Grammar School setting into temporary and potentially unsuitable Local Authority provision prior to an appropriate school place being found for them.

## The Grounds for Permanent Exclusion

King Edward's will consider permanent exclusion where a student's behaviour:

- demonstrates severe anti-social behaviour, and or criminality on the school site
- is serious, and results in repeated breaches of the school rules, repeated disruption of lessons and/or breaches of expectations of behaviour towards staff, students, members of the public, or visitors/guests of the school [*this is often referred to as accumulation*]
- brings the school and its reputation into serious disrepute
- other forms of behaviour or one off incidents that in the judgement of the Headmaster are serious enough to warrant permanent exclusion.

## The Test for Permanent Exclusion

In determining whether or not to permanently exclude the Headmaster will issue an initial five day external exclusion whilst due consideration is given to all of the known facts; this will include consideration of all witness statements; discussion with staff involved in the investigation; discussions with the accused; discussions with the victims and any other relevant witnesses.

Parents of the accused will be kept informed by the Headmaster of his findings as the review progresses and will attend an initial meeting with their son/daughter to discuss the situation.

In considering all the evidence the Headmaster will give due consideration to the key tests for permanent exclusion identified in the DfE guidance and detailed below:

1. Has there been a "one off" serious breach of the schools behaviour policy?
2. Have there been repeated, evidenced breaches of the school's behaviour policy?

**AND**

3. Would allowing the pupil to remain in school seriously harm the education of others?

**OR**

Would it seriously harm the welfare of others in the school?

*Appendix A identifies the type of incident/evidence required to meet the test for permanent exclusion.*

## The Decision to Permanently Exclude

Having gathered and reviewed all of the evidence the Headmaster will arrange to meet with the parents and their son/daughter to give his verdict on the case and inform the parents of their legal rights at this point those legal rights include:

1. The parent's legal right to have the decision reviewed by the Local Governing Body who have the power to reinstate the student if they consider the Headmaster has failed to follow the correct procedure; has unlawfully excluded the student, or has acted unreasonably.
2. The parent's legal right to request\* a managed move, or transfer to another school.
3. The parent's legal right to withdraw\* their child and follow a programme of Home Education.

*\*Parent's must provide the school with written confirmation of their decision before any Permanent Exclusion can be suspended.*

## **Suspended Permanent Exclusions**

In some circumstances there are alternatives to Permanent Exclusion that the school may consider and in these instances the school will “suspend” the Permanent Exclusion and put in place an alternative sanction that will operate under a voluntary agreement between the school, the parents and the pupils - often referred to as a Home School Agreement.

In these arrangements the school will work with the pupil and parents to bespoke an educational arrangement to support the pupil for a specific period of time.

These arrangements might be used to:

1. Provide appropriate education during a period of transition from one school to another during a managed move.
2. Provide education until the end of a particular academic year in order to provide time for parents to arrange a relocation, transfer of schooling or move to home education during the summer holidays, or to better effect a smoother transition from one school to the next in terms of progression to a new academic year.
3. Provide appropriate education where a transfer to another school is considered to be impossible e.g. at the end of Year 11; during public examinations.

These arrangements may involve an alternative curriculum provision with another provider; or with KEVIGS staff; provision may be a mixture of directed time and independent study, and may take place on or off site and/or at home. Consideration will be given to transport arrangements and any pastoral support requirement.

All parties will be required to sign a Home School Agreement which will specify the obligations of all parties. A breach of the conditions of the agreement will result in the imposition of the Permanent Exclusion.

## **The Right of Appeal/Consideration**

Parents only have the right of appeal to the Local Governing Body in the following circumstances:

- External exclusions over fifteen days in a single full term can be reviewed by the Local Governing Body’s Pupil Disciplinary Committee on the request of the parent. The committee has the power to overturn the Headmaster’s decision and reinstate the student.
- Permanent Exclusion. Once a permanent exclusion has been imposed the Local Governing Body is legally required to consider the Headmaster’s decision and has the power to reinstate the student.

*All correspondence relating to the above should be sent c/o The Clerk to the Governors.*



**Appendix A Permanent Exclusion Evidence Table**

Test for Permanent Exclusion	Possible Types of Incident/Evidence <i>[this is not intended as a check list]</i>	Additional Guidance
Has there been a “one off” serious breach of the schools behaviour policy?	<ul style="list-style-type: none"> <li>Evidence of criminal act/s occurring on the school site e.g. possession of drugs, or offensive weapons on the school site; vandalism or theft; bodily harm to staff or students.</li> <li>Serious intimidation, threatening behaviour, verbal abuse against staff or pupils or other forms of serious anti-social behaviour.</li> <li>Other forms of incident deemed serious by the Headmaster</li> </ul>	In cases of criminal activity the Police should be informed. Where the Police want to interview a minor [Y7-11] then the parents must be in attendance at the interview with the Police.
Have there been repeated, evidenced breaches of the school’s behaviour policy?	<ul style="list-style-type: none"> <li>Evidence of repeated breaches of the school’s behaviour code and the accumulation of behaviour points; comments; detentions; internal and/or external exclusions or sanctions.</li> </ul>	When considering accumulation it is the range, scope and consistency of infringements over time that is important as this demonstrates a <i>failure to comply with instructions</i> issued by the school. There is no requirement, for example, that this accumulation must consist of or contain a pattern of external exclusions.
<p>Would allowing the pupil to remain in school seriously harm the education of others?</p> <p align="center"><b>OR</b></p> <p>Would it seriously harm the welfare of others in the school?</p>	<ul style="list-style-type: none"> <li>Continued disruption to lessons, registration, assemblies and/or other educational activities in the school that impede the classes’ ability to work effectively, and make good progress.</li> <li>Inefficient allocation of resources to try and contain the behaviour and impact of one individual that diverts educational resources from other students causing educational prejudice.</li> <li>Behaviour has and would continue to impact negatively on the welfare of the victim/s who will remain in the school e.g. continued threat of intimidation, reprisals, or attack.</li> <li>Accused behaviour has led to social isolation for individuals or groups of individuals and for the accused.</li> <li>Accused behaviour would impact negatively on the welfare of staff in fulfilling their duties - adverse stress, anxiety or intimidation.</li> </ul>	The DfE guidance requires that in addition to the above that in the Headmaster judgement he is satisfied that one or other [ <i>or both</i> ] of the criteria is fulfilled, or likely to be fulfilled if the accused remains on site.

