



The Parks School

Exclusions Policy

“Our mission is to **inspire** growth, **nurture** potential and **support** one another with **passion**, upholding **integrity** and fostering **respect** whilst promoting **empowerment** with everything we do”

Legal Status:

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3) of the Education (Independent School Standards) (England) Regulations 2010.

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), pupils on placement, the Directors, and volunteers working in the school.

Relevant Documents:

- Anti-bullying
- Safeguarding and Child Protection Policy
- Behaviour Management Policy

Availability

This policy is made available to parents/carers, staff and pupils upon requests to the Headteacher.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than the beginning of a new academic year, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Exclusions Policy

Ultimate sanctions at The Parks School are Fixed Term and Permanent Exclusions. Neither sanction is used lightly. Only the Headteacher and the Deputies has the power to exclude a child from school. If a pupil is excluded, the parent/carer are informed immediately, giving reasons for the exclusion. Parents, if they wish can appeal against the decision in writing to the Directors. The school informs the parents how to make any such appeal.

Serious Offences and Exclusions

Serious offences are those that may have a significant impact on the individual pupil or others in the school. Examples include:

- extreme or persistent bullying, racism or harassment.
- stealing.
- extreme or persistent violence, actual or threatened, against a pupil or member of staff.
- sexual abuse, assault or activity.
- smoking, illegal drugs (possession and/or use) or alcohol (consumption or possession)
- significant vandalism.
- persistent misbehaviour when normal disciplinary measures have failed.
- carrying an offensive weapon.

Fixed Term Exclusion and Permanent Exclusions

Our school will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at our school are:

- Suspension = Fixed Term Exclusion
- Expulsion = Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a pupil can only be exercised by the Headteacher and the Deputies.

Procedure to be followed

- Parent/carers must be informed immediately by phone with a follow up letter.
- Parent/carers must be notified of their right to appeal.
- The Parks School will ensure that arrangements are in place for work to be sent home.
- Arrangements will be made for a return to school interview that includes the parents/carers.
- A re-integration support plan will be put in place.

All cases of exclusion will be treated in the strictest confidence on a need-to-know basis and are not to be discussed outside the school

Responsibilities of the School

If the School commences an investigation which may lead to a fixed term exclusion or to permanent exclusion, parents/carers must be informed without delay. However, before resorting to exclusion the school will normally try alternative solutions (for example, a restorative justice process - whereby the harm caused to the 'victim' can be redressed). This will ideally be done by telephone and the telephone call will be followed by a letter within one school day. The letter will include information about:

- the nature of the offence and the results of any investigation to date.
- that the sanction of a fixed term exclusion or permanent exclusion may be imposed.
- the parent/carers' right to state their case to the Headteacher and if that is not satisfactory then to the Directors Board and whom they should contact to do this, including the latest date that the parent/carers may give a written statement to the discipline committee.
- the parent/carers right to see their child's school record and the Headteacher must comply with such a request within 15 school days, although in exclusion cases compliance should be prompt.

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason. The decision to exclude for a fixed term will be notified to the parent in writing with reasons. If the school determines that a child should be excluded for a fixed period, the school will provide the parent in writing with information as to:

- the period of the Fixed Term Exclusion.
- the arrangements, such as setting work, to allow the child to continue their education during the Fixed Term Exclusion.

If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period of Exclusion or to convert it into a Permanent Exclusion, the Headteacher will write again to the parent/carers with the reasons for this decision. The decision to exclude a pupil permanently will only be taken as a last resort when a wide range of

strategies for dealing with disciplinary offences has been employed to no avail or is an exceptional 'one-off' offence has been committed. parent/guardian/carers co-operation forms part of the contract between the school and all the parent/carers at the school. The correspondence will be easily intelligible and in plain English.

Appeals

If parent/carers wish to appeal the exclusion then they must do so in writing to the Directors, within one week of the letter notifying the parents or guardians of the exclusion. The Directors will establish an Appeal Panel to consider the appeal.

The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents/carer may bring a representative to the meeting. All letters and documents relied on by the Headteacher, shall be made available to the parents/carers prior to the hearing. The parent/carers or their representative may ask questions of the Headteacher or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parent/carers or their representative, or in the absence of the Headteacher, a nominated Director. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The exclusion is confirmed
- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.

However, the final decision will always rest with the School Directors, who may or may not accept the recommendations of the panel.

The recommendation shall be communicated to the parent/carers and the Headteacher. Every child has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the school decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period exclusion or to convert it into a permanent exclusion, the Headteacher will write again to the parent/carers with the reasons for this decision.

The Parks School:

- requires all staff to use positive strategies for handling any unacceptable behaviour by helping children find solutions in ways that are appropriate for their ages and stages of development.
- acknowledges that such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- ensures that there are sufficient resources and activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- supports each child in developing self-esteem, confidence and feelings of competence.
- avoids creating situations in which children receive adult attention only in return for unacceptable behaviour.
- explains the effect of unacceptable behaviour, making it clear to the child that it is the behaviour that is unacceptable, and not the person.

When children behave in unacceptable ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately. We provide opportunities for children to learn how to interpret and cope with feelings, listening to them and offering the necessary support to enable them to verbalise their own frustrations, hurts and disappointments. We do not shout or raise our voices in a threatening way to respond to children's unacceptable behaviour. We do not use techniques intended to single out and humiliate individual children. Corporal punishment, which is strictly forbidden at The Parks School, is a criminal offence.