

# Exclusions and Alternative provision policy

This policy is applicable to all pupils, staff and parents of The Wellington College Academy Trust.

## DOCUMENT CONTROL

<b>Responsible position:</b>	<b>Approved by:</b>
Senior Deputy Head	Executive Head teacher
<b>Version number:</b>	<b>Date approved:</b>
2.0	September 2019
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1 years	September 2020

## RELATED POLICIES AND DOCUMENTS

Policy Name
Safeguarding and Child Protection Policy
Behaviour for learning Policy
Violence and aggression Policy
Exclusion from maintained schools, academies and pupil referral units in England
Health & Safety Policy
Behaviour and Discipline in Schools (DfE)
Use of reasonable force in schools (DfE)

## REVISION RECORD

Date	Version	Revision Description
Sept 2019	2.0	Revised to reflect updated arrangements for alternative on-site provision

## INTRODUCTION

This policy is underpinned by the commitment of all at The Wellington Academy to ensure the safety and well-being of the whole school community and to maintain an appropriate educational environment in which all can learn and achieve.

We have an overall aim of reducing the need to use exclusion as a sanction.

## 1. EXCLUSION

### 1.1 Factors to be considered before a decision to exclude is made

Exclusion is an extreme sanction and is only used by the Executive Head teacher (or, in the absence of the Executive Head teacher, the Senior Deputy Head teacher who is acting in that role).

In summary any decision to exclude must be:

- Lawful
- Rational
- Reasonable
- Fair
- Proportionate

The decision to exclude a pupil will be taken by the Executive Head teacher in the following circumstances:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School.

Exclusion, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour for Learning Policy:

- Verbal abuse to Staff and others
- Verbal abuse to pupil
- Physical abuse to/attack on Staff
- Physical abuse to/attack on pupil
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances including supplying
- Theft
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault. 
- Carrying an offensive weapon.
- Arson
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Executive Head teacher makes the judgment that exclusion is an appropriate sanction.

Before deciding whether to exclude a pupil either permanently or for a fixed period the Executive Head teacher will ensure appropriate investigations have been carried out, considering all the evidence available.

Whilst an exclusion may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.



Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed-period exclusion in an academic year, the head teacher will consider whether exclusion is providing an effective sanction

### **1.2 Exclusion procedure**

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DCFS regulations allow the Executive Head teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

Following the decision to exclude parents/carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends.

During the course of a fixed term exclusion where the pupil is to be at home, parents/carers are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers.

The Executive Head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.

The Executive Head teacher must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice

### **1.3 Process following an exclusion**

A 'return to School' meeting will be held following the expiry of the fixed term exclusion and this will involve the pupil, parent/carer, a member of the Senior Leadership Team and other staff where appropriate. The pupil will be allowed to return to school regardless of whether or not this meeting is able to take place.

An appropriate member of staff will monitor behaviour and work of the pupil very closely for the period following exclusion. This may mean the use of a report or additional support.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan may be drawn up. This needs to be agreed with the Academy, pupil, parents/carers and any agencies involved.

### **1.4 Fixed term exclusions over five days**

The Academy is obliged to provide full time education from the sixth day of any period of fixed term exclusion of six days or longer. The school will consult with the LA officers for any exclusion of more than five days in order that appropriate full time education and transport is arranged.

The Academy will provide education by working with, the Local Authority and/or other schools within the catchment area.

The school will liaise with the outside education provider to ensure that the pupil continues with their programme of study. In most cases the school will set the work to be completed and ensure that it is completed appropriately.



## **2. Drug Related Exclusions**

In making a decision on whether or not to exclude for a drug-related offence the Executive Head teacher will have regard to the school's published policy on drugs and will also seek advice from the LA's Drugs Education Advisor.

## **3. Behaviour Outside School**

Pupil' behaviour outside School on school "business" for example educational visits and journeys, away school sports fixtures or a work experience placement is subject to the School's Behaviour for Learning Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school.

If pupil' behaviour in the immediate vicinity of the school or on a journey to and from school is inappropriate and meets the school criteria for exclusion then the Executive Head teacher may decide to exclude.

## **4. Lunchtime Exclusion**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

## **5. Appeals process for a fixed term exclusion**

Parents/carers have a right to make representations to the Governing Body and Children's Services Directorate, Social Inclusion Officer at the LA as directed in the letter received following a decision to exclude.

The governing board has a duty to consider parents' representations about an exclusion.

The governing board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- It is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- It would result in a pupil missing a public examination or national curriculum test.

In the case of a fixed-period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

If a meeting is held, the following parties must be invited to a meeting of the governing board and allowed to make representations:

- Parents (and, where requested, a representative or friend);
- The Executive head teacher

## **6. Permanent exclusion**

Any decision to permanently exclude a pupil must be taken by the Executive Head teacher.

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.



The same considerations and procedures must be followed as for a fixed term exclusion, in addition the following action must also be taken;

- The Executive head teacher must, without delay, notify the governing board and the local authority of their decision to permanently exclude a pupil (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil)
- If the pupil lives outside the local authority area, the Executive head teacher must also notify the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.
- The local authority must arrange suitable full-time education for the pupil to begin no later than the sixth school day of the exclusion

The role of the Governing body and further statutory guidance can be found in the following document;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

## **ALTERNATIVES TO EXTERNAL EXCLUSION**

### **7. Internal Exclusion**

Internal exclusion may be used as an alternative to an external exclusion if either it is the most appropriate sanction for the negative conduct or if there is reason to believe that an external exclusion would put the pupil at risk of harm.

Internal exclusion are of a fixed term nature and are of short duration (usually no more than one day).

Following the decision to internal exclude parents/carers will be informed as soon as possible. A letter will be sent by post/email giving details of the internal exclusion.

8 During the course of an internal exclusion the pupil will be required to work in a room away from other pupils, they will be given sufficient and meaningful work to complete and will be monitored by a member of SLT.

During the course of an internal exclusion the pupil will be entitled to a break and a lunchtime however these will be taken at a different time to the other pupils.

A 'return to School' meeting will be held following an internal exclusion and this will involve the pupil, parent/carer, a member of the Senior Leadership Team and other staff where appropriate.

An appropriate member of staff will monitor behaviour and work of the pupil very closely for the period following internal exclusion. This may mean the use of a report and/or additional support.

A record of all internal exclusions will be maintained on the pupils file

### **8. A managed move/Fresh start**

The School works closely with other local secondary schools to undertake managed moves. The primary function of a managed move is to provide an opportunity for a fresh start in a new school, with a 'safety



net' of a return to the Academy if the move is not successful. However, behavioural difficulties or new incidents at the receiving school could result in further sanctions, including exclusion.

### **8.1. When is a Managed Move Appropriate?**

A change of school is likely to be effective when a pupil is not thriving at school, despite the best efforts of staff and agency support.

The best time to start discussing managed moves is early, when the pupil's behaviour starts to deteriorate, rather than when the situation has become too deeply established. Early indicators that the child may be reaching this point may be that the pupil is increasingly being entered for detentions, complaints are being made by teachers, other pupils or other parents, or that the pupil is not achieving their educational potential through misbehaviour.

A managed move is most likely to be successful when the **pupil** and their family have reached a point of wanting a fresh start and are willing to work with staff to change their behaviour.

### **8.2. Factors to be considered before initiating a managed move**

A managed move will only be considered when it is in the best interests of the pupil concerned:

- Where the pupil is at risk of being excluded in response to a serious breach or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- Where a pupil has a significant history of challenging behaviour and interventions through Pastoral Support Plans have been unsuccessful
- Where the relationship between the pupil and either a particular group of fellow pupils and/or staff has broken down to an irrevocable degree

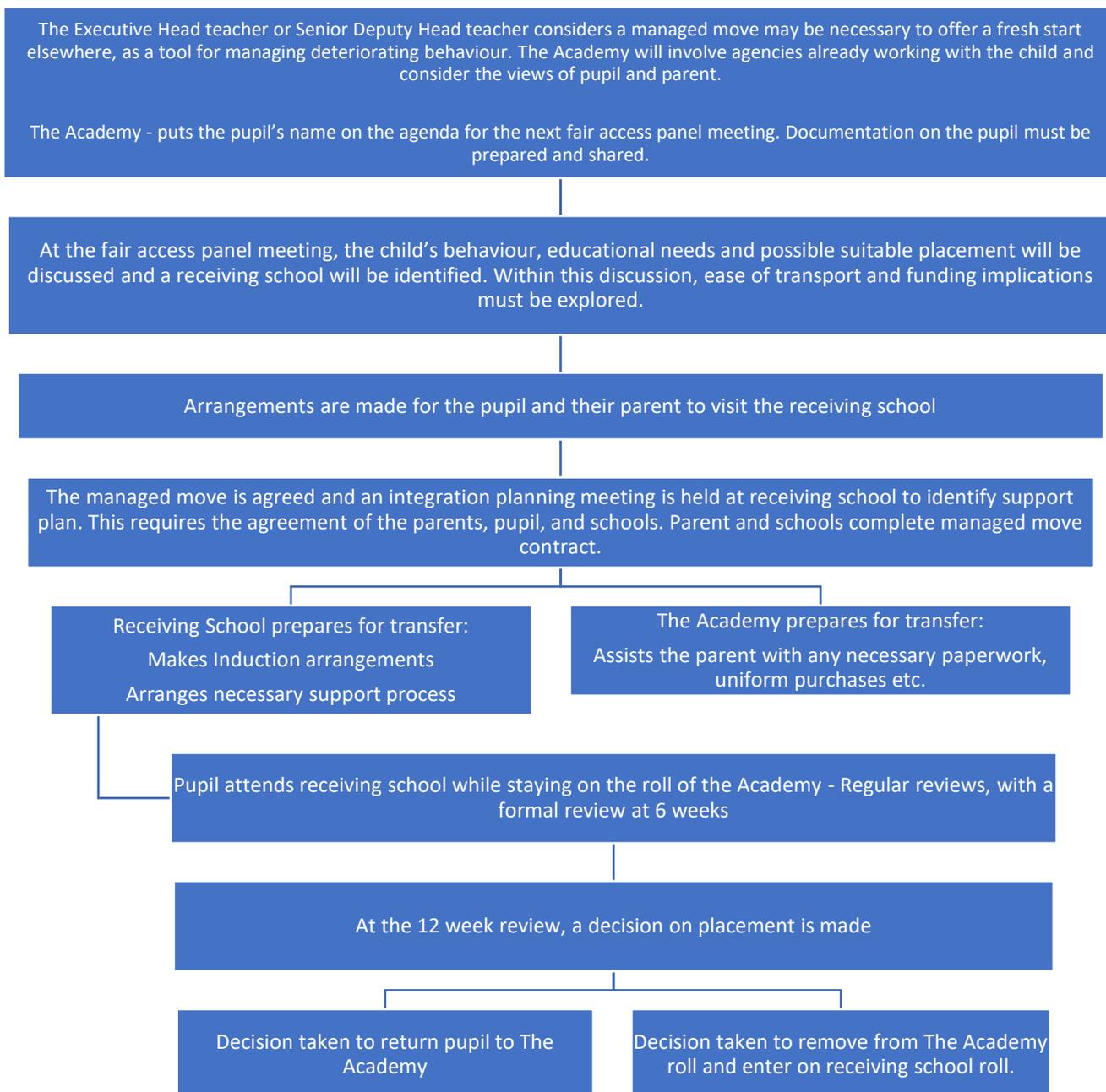
### **8.3. Initiating the managed move**

Parents/carers meet with staff at The Academy and agree, in principle, to a fresh start at a new school. Pupil and parental preferences on an appropriate alternative school are sought. But should note that the preferred option may not be possible. It may be appropriate to invite to this meeting other services and agencies which have been involved with the pupil, such as their Behaviour Support Teacher, Educational Psychologist, Virtual School worker, Social Worker, MAT worker, Mentor or Teaching Assistant.



### 8.4. Procedure for a managed move

The flow chart below sets out the procedure for a managed move



## 9. Educated off site

The Executive Head teacher (or, in the absence of the Executive Head teacher, the Senior Deputy Head teacher who is acting in that role), has the power to direct a pupil off-site for education to improve his or her behaviour.

Should this power be exercised the following must also take place;

- Ensure that parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about the placement: **why, when, where, and how it will be reviewed**

### Reviewing the placement

- The placement must be kept under review and involve parents/carers at each point. The regulations specify regular reviews but do not specify how often reviews must take place.
- Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it.
- Subsequent reviews should not be later than thirty days after the date of the first review meeting, and not later than thirty days after the date of each subsequent review meeting for as long as the requirement remains in effect; and making a decision following each review meeting as to whether the requirement should continue to have effect and, if so, for what further period of time. In making a decision the governing body must take into account the views of any persons referred to in regulation who have attended the review meeting or have submitted their views in writing.
- The alternative provision provider must provide the Academy with a final report on the pupil's achievements during the placement including academic attainment and progress, attendance records and evidence of change in behaviour.
- When a pupil is directed off site to improve his or her behaviour, there must be a plan and processes in place to reintegrate them back into the Academy should they be successful. Both the pupil and the Parents should be confident that there is always the option of reintegration.
- If the placement does not end with reintegration back into the Academy – for example, when a pupil reaches the end of Y11 while still in alternative provision – the school should work with the provider to ensure that the young person can move on into suitable education, or employment alongside part-time study or training.
- The main Alternative Provision provider for this area and the one most likely to be suggested for a pupil is;

The WASP Centre  
Brunel House,  
Mitchell Road,  
SALISBURY  
SP2 7PY

[www.waspcentre.com](http://www.waspcentre.com)



## 10. Reduced day

The Academy recognise that use of a reduced timetable for a short period is exceptional. It is important to highlight that there is no statutory basis upon which to establish a reduced timetable, however, in exceptional circumstances, the Academy may need to implement one in order to support a pupil who cannot attend school full time for a short, agreed period.

The Academy remains committed to children's right to a full-time education and a reduced timetable cannot be implemented **without agreement from the parents/carers, it must only be used as a short-term strategy, with a clear review plan agreed.**

The Academy has a safeguarding responsibility for all pupils on our roll and, therefore, are aware that even with parental/carer agreement to any arrangement they make, **we are responsible for the safeguarding and welfare of all pupils on roll who are off-site during school hours.**

### 10.1. When might a reduced timetable be used?

This is not an exhaustive list but it is likely that a pupil being considered for a reduced timetable would fall within one of these 3 categories;

- **Part of an in-school support package**  
School, parent/carer and other professionals agree that a short-term (no longer than 6 weeks) reduced timetable would support a pupil who has become disaffected, to regain success. This would be a closely monitored intervention to address and manage the impact of significantly challenging behavioural, emotional, social or mental health needs.
- **Medical reasons**  
A pupil has a serious medical condition where recovery is the priority outcome. These arrangements would be part of a "medical plan" agreed between the school and health professionals.
- **Reintegration**  
As part of a planned reintegration into school (no longer than 6 weeks) following an extended period out of school e.g. following an exclusion, nonattendance, school refusal etc.

### 10.2 Important considerations before initiating a reduced timetable

- When considering placing a pupil on a reduced timetable, the Academy:
- Must be satisfied that a reduced timetable is an appropriate intervention given the needs of the pupil. There must be a clear and evidenced rationale for considering a reduced timetable as an intervention aimed at supporting the needs of the pupil. A detailed assessment must be in place to determine additional support required for all pupils on reduced timetables.
- Must not pursue a reduced timetable without parental permission as this can be construed as an unofficial exclusion which is unlawful as the parent/carer has not requested leave for their child and/or the school could be regarded as preventing the pupil from accessing the curriculum.
- Must have signed parental permission, evidenced on the pupil file prior to the commencement of a time limited reduced timetable. If the parent does not agree, the reduced timetable arrangements cannot be implemented. In these circumstances the school will have to consider alternative interventions
- Establish a Personal Education Plan for the reduced timetable which details:
  - The proposed timetable to get back to full-time



- How the assessed risk and safeguarding measures will be managed
- Details of the review schedule.
- The supportive interventions that will accompany this reduction in time at school.
- Outcome and exit strategies. How will all parties know that it is successful?
- The named person responsible for the plan within the school.
- Consideration should be given to whether alternative provision should be considered to meet need

If the pupil is still on a reduced timetable as the time limit approaches, a multi professional review must be held to organise full time education. A maximum of one further period should only be agreed in exceptional circumstances with parental/carer agreement and the plan revised to reflect why an extension was appropriate.

Ensure that where pupils have a Statement for special educational needs or an Education, Health and Care Plan (EHCP), the Local Authority must be involved to ensure the Statement or EHCP is reviewed and amended where appropriate. A meeting should be convened to make the proposal known. The Local Authority must agree to the intervention and a reduced timetable must not interfere with additional support given to a pupil due to his/her educational needs.

Must undertake a risk assessment of the pupil's needs to assess the impact that a reduced timetable would have on the pupil. It is essential that the pupil's welfare during any absence from school is considered.

Must provide appropriate work for the pupil when not in school which is then marked and relevant feedback provided

### **10.3 Monitoring and recording a reduced timetable**

The lead member of staff will complete the PEP including the reduced timetable form and send to Wiltshire Virtual School Administrator as soon as it becomes operational. (Within 48 hours of reduced timetable starting)

We will retain a copy of the PEP and reduced timetable form on the pupils file.

The lead member of staff is responsible for reviewing the programme fortnightly, checking progress against incremental increases in attendance and recording outcomes and amendments.

Send a copy of subsequent reviews and increases of time, up to a maximum of 6 weeks to Wiltshire Virtual School Administrator

Record the child's attendance accurately on the attendance register a C Code: Leave of absence authorised by school must be used when a pupil has a reduced timetable that includes sessions which have been mutually agreed not to involve attendance at school or an alternative provision (the school must be satisfied that appropriate arrangements are in place for the care and welfare of the pupil during the time when they would otherwise be at school.

The lead member of staff will ensure effective, regular communication with parents/carer (and Virtual School as necessary) with regard to progress towards full-time reintegration to school.

The Senior Deputy Head teacher will monitor the overall use of this strategy within the school and report as appropriate.

