

## Appendix 8a: Exclusions

The school uses a range of different types of exclusion, both in school and at home. The underlying principle is that of restorative justice and students working on what went wrong when they are not in lessons. In considering whether to exclude students from their normal lessons, the student will always be given the opportunity to relate their version of events, normally with a written statement.

Whenever a student commits an 'excludable offence', reference will be made to previous records, both in terms of the student's SEN, disability or vulnerability and also any previous misbehaviour. All students move through the following stages each time they are excluded.

Exclusion in school <b>C2</b>	Exclusion A1 9-11am	Internal ½ day intensive behaviour intervention from PSWs/inclusion	Phone call home by HoY (& PSW/inclusion team if appropriate).
	Exclusion A2 3-5pm	Internal 1 day (2 days intensive behaviour intervention from PSWs/Inclusion team)	Meeting with HoY (& PSW/inclusion team if appropriate). Behaviour recovery plan drawn up and signed by parent and student.
	Exclusion A3 3-5pm x2	Internal 2 days (2 days intensive behaviour intervention from the PSWs/inclusion team)	Meeting with HoY and Assistant Principal (Student Support). Behaviour recovery plan reviewed/ modified with parents.
	Exclusion B	<b>Up to 3 days</b> in Intervention Room (contact from the PSWs/inclusion team)	Meeting with Assistant Principal (Student Support) and relevant student support worker if appropriate. Behaviour recovery plan reviewed/modified.
Exclusion at home <b>C3</b>	Exclusion C	Fixed term for <b>up to 5 days</b> (followed by referral to the PSWs/inclusion base for up to 15 days, incorporating gradual return to mainstream)	Meeting with Assistant Principal (Student Support) and relevant student support worker if appropriate. Behaviour recovery plan reviewed/modified.
	Exclusion D	Fixed term for <b>up to 10 days</b> (followed by referral to the inclusion base for up to 25 days, incorporating gradual return to mainstream)	Meeting with the Principal / Assistant Principal (Student Support). Behaviour recovery plan reviewed/modified.
	Exclusion E	Permanent exclusion	Principal informs parents/carers of decision.

Providing a student has not received a fixed period exclusion for a period of 5 weeks, the student will move back to the start of the pyramid. For those students who have received a fixed period exclusion, a professional judgement is made as to the best course of action. Where an isolation or exclusion has been used because a student has refused to comply, the student **MUST** complete the detention/isolation when they are readmitted.

The school aims to produce caring, thoughtful young citizens with the skills to apply self-discipline in a variety of settings, both within schools and outside. The consequences should aid the pupil in future thoughtful decision making and self-discipline.

It should always be made clear that we disapprove of chosen behaviour, not the young person. Belittling or shouting at a pupil does not assist in helping to deal with problem behaviour constructively, and often aggravates/inflames a situation. Self-respect and emotional intelligence are essential components of good responsible behaviour; as adults we must treat young people with respect, in order to show them how to respect themselves and respect each other.