



## **Exclusions Policy**

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. Our core values of mutual respect, personal discipline and hard work are fundamental to ensuring uninterrupted teaching and learning and to enabling us to achieve our ambitious goals. Without the highest standards of behaviour, outstanding teaching and learning cannot take place. We expect exemplary behaviour and conduct from students, both in the Academy and the local community, and expect that students acknowledge and respect the authority of staff at all times.

The Academy's Positive Behaviour for Learning Policy (PBFL) and Code of Conduct promote respect for others, intolerance of bullying and harassment, the importance of self-discipline and understanding the difference between right and wrong. Occasionally, a serious breach of the Academy's PBFL policy may lead to the decision to exclude a student.

The main grounds for exclusion include:

- physical assault against a student
- physical assault against an adult
- verbal abuse / threatening behaviour against a student
- verbal abuse / threatening behaviour against an adult
- bullying
- racist abuse
- sexual misconduct
- drug and alcohol related offences
- damage to the Academy environment
- theft
- persistent disruptive behaviour.

### **Types of exclusion**

There are two types of exclusion: fixed term exclusion and permanent exclusion.

#### **Fixed term exclusion**

Fixed term exclusions are used for serious breaches of the Academy's behaviour expectations, including serious one-off offences or persistent challenging behaviour. Fixed term exclusions are usually of one or two school days duration.

At Isaac Newton Academy we take the decision to exclude a student only for

- a) a one-off serious offence
- or
- b) a build up of persistently challenging behaviour (when a range of other strategies

- have been exhausted). These might include:
- internal exclusion on the Academy site
  - placing the student on a behaviour report
  - setting up a Behaviour Support Plan (BSP)
  - involvement of external agencies
  - an opportunity for restorative justice.

Following a fixed term exclusion, a student attends a readmission meeting with his/her parents/carers and a readmission contract is signed before he/she returns to lessons.

There is a limit of 45 school days in a school year for fixed term exclusions.

### **Permanent exclusion**

DfE Guidance states that permanent exclusion should only be used as a last resort, or for a very serious offence that is damaging to the school community.

At Isaac Newton Academy, the decision to permanently exclude a student is taken only in response to the most serious breaches of the Academy's PBFL policy, when allowing the student to remain in the Academy would be seriously detrimental to the education or welfare of the student or of others. The decision is usually the final step in a process for dealing with disciplinary offences, when all other strategies have been exhausted. This might include:

- setting up a Pastoral Support Plan (PSP)
- involvement of external agencies with the student /student's parents/carers
- a meeting with the Governors' disciplinary committee (GDC).

The Academy may seek to explore the possibility of arranging a managed move to another school in the Local Authority as an alternative to permanent exclusion.

The Principal informs staff at staff briefing after making a recommendation to the governors to permanently exclude.

### **Recording, reporting and monitoring exclusions**

Permanent exclusions and any fixed term exclusions which result in the student being excluded for more than 5 school days in a term (either one-off or cumulatively) are reported immediately to the governors and ARK Schools.

Any exclusion that would mean the student missing a public exam is also immediately reported to the governors and to ARK Schools.

All other exclusions are recorded on CMIS and reported in the Principal's termly report to governors. Exclusion data is analysed by different groups, including SEN, FSM, ethnicity and gender, on a termly basis by the Leadership Team member i/c behaviour.

### **The role of the Principal**

Only the Principal (or her Vice Principal in her absence) may exclude a student. In reaching a decision on whether to exclude, the Principal refers to the DfE National Guidance on

Exclusions, 2017.

The Principal informs the student's parents/carers of the length and type of exclusion, and of their right to make representations to the governors in writing.

### **The role of the Governing Body**

The governing body must review the decision of the Principal in the case of all permanent exclusions and fixed term exclusions amounting to over 15 days in any one term (this can be cumulative or one-off).

Fixed term exclusions totalling 5 or fewer school days, or 10 or fewer lunch-times or half days in any one term, are reported to the governors on a termly basis.

For fixed term exclusions of 6 to 15 school days, the GDC must meet to consider any representations from the parent if received.

For fixed term exclusions of more than 15 days in one term or which cumulatively add up to more than 15 days, and for permanent exclusions, the GDC must hold a formal hearing within 15 school days, whether or not the parent(s) make representations.

### **Independent appeals**

ARK Schools is responsible for managing independent appeals against permanent exclusion, in conjunction with the local authority.

The appeal must be heard within 15 school days from the date when the parents/carers appeal. The independent appeal is normally attended by the Principal, other Academy staff involved in managing the exclusion, and the chair of the GDC (see ARK Schools Exclusion policy).

### **Other relevant legislation**

The Academy pays due regard to the Equalities Act 2010 and the SEN Code of Practice when managing exclusions.

### **Other relevant documents**

ARK Schools Exclusions Policy

INA Positive Behaviour for Learning Policy

INA Special Educational Needs Policy

INA Equal Opportunities Policy

Guide to Exclusions – Best Practice Guide for ARK Academy Governors, Principals and Staff

DfE National Guidance on Exclusions September 2017

**Reviewed June 2018**