

# Exclusion Policy

Camborne Science and International Academy



<b>Approved by:</b>	The Principal	<b>Date:</b> 17 July 2023
<b>Last reviewed on:</b>	31 August 2022	
<b>Next review due by:</b>	July 2024	

## Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the HR office, telephone: 01209 712280 or email: [enquiries@cambornescience.co.uk](mailto:enquiries@cambornescience.co.uk)

Camborne Science and International Academy is committed to being a fully accessible and inclusive organisation welcoming and respecting the diversity of its students, staff, community and visitors to the school. The school complies with the requirements of The Equality Act 2010.

We are an inclusive school for students and parents/carers who agree to meet and actively support the behaviour and learning expectations of the school.

### **Rationale**

This policy is underpinned by the commitment of all at Camborne Science and International 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 to their full potential. This policy applies in school, when students are travelling to and from school, when students are in uniform, when students are attending alternative educational provision and on educational visits.

### **Introduction**

The decision to permanently exclude a student will be taken by the Principal in the following circumstances:

- In response to a serious breach (as defined by the school) of the School's Behaviour for Learning Policy;  
AND
- If allowing the student to remain in school would/may seriously harm the education or welfare of the student or others in the school

Exclusion is an extreme sanction and only the Principal (or, in the absence of the Principal, a Vice Principal who is acting in that role) may make such a decision.

Before deciding whether to suspend or exclude a student either permanently the Principal will ensure appropriate investigations have been carried out, considering all the evidence available, including (where possible) evidence from the student who may be excluded.

Suspension or Permanent Exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct:

- Verbal abuse/swearing directed at a member of staff
- Verbal abuse/swearing directed at a student
- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Possession of drugs, possession of drugs paraphernalia, selling of drugs, purchasing of drugs, contributing to the purchase of drugs, commissioning the purchase of drugs and consumption of drugs in any form.
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault

- Possession of an offensive weapon, replica weapon or article perceived to be offensive or dangerous.
- Actual/implicit/perceived threatening behaviour towards a member of staff or a student with an offensive weapon, including on the way to/from school site.
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that suspension or exclusion is an appropriate sanction.

### Exclusion Procedure

- Most suspensions are of short duration (usually between one and five days).
- The DfE regulations allow the Principal to suspend a student for one or more fixed periods not exceeding 45 school days in any one school year.
- In the event of an suspension/exclusion being issued a member of the Senior Leadership Team or Year Team will attempt telephone contact with the parents/carers to inform of the suspension/exclusion and the reasons for the suspension/exclusion will be provided . A date for a reintegration meeting will be agreed for suspensions greater than one day, or where a student has had 3 suspensions or more in an academic year. Where possible, telephone contact will be made during the working day on the day the suspension/exclusion has been issued. A record of contact/attempted contact will be maintained including times and response of parents/carers. A letter will be sent by post and email confirming details of the suspension/exclusion and the date the exclusion ends.
- If the student is 18 or over, the Principal will inform them personally of a permanent exclusion rather than their parents/carers (amendment added 3 Feb 2024).
- Parents have a right to make representations to the Governing Body as directed in the letter.
- It is school practice to monitor behaviour and work of the student very closely for the period following suspension. This may mean the use of a report or close support of staff.
- If the suspension is greater than five days or an accumulation of suspensions exceed five days, a plan may be drawn up. This needs to be agreed with the school, student, parents and any agencies involved.
- During the course of a suspension where the student is to be at home, parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers. Under current legislation, parents/carers are obliged to take responsibility for their child if s/he is suspended and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a fixed penalty notice.

The Principal may withdraw an suspension or exclusion at any point prior to the review of the suspension/exclusion by the governing board. In making such a decision, the Principal will have regard to the DfE's guidance on exclusions regarding the limits placed on the Principal regarding the withdrawing of the suspension or exclusion and in relation to the communication of that decision to the parents.

### Suspensions over five days



According to the legislation, school is obliged to provide full time education from the sixth day of any period of suspension of six days or longer. The school will liaise with the Local Authority for any suspension of more than five days in order that the right full time education and transport is arranged, including consecutive suspensions exceeding more than five days.

### **Permanent Exclusion**

The decision to exclude a student permanently is a very serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary issues following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Drug/Alcohol related offences
- Carrying an offensive weapon\*.
- Arson.
- Deliberate damage to school site/property
- The use of social media sites that cause offence to the academy or any of its members, past or present.

The School will consider police involvement for any of the above offences.

\* Offensive weapons are defined in the Prevention of Crime Act 1953 as “any article made or adapted for causing injury to the person; or intended by the person having it with him [or her] for such use by him [or her].”

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School.

Before deciding whether to suspend or exclude a student either permanently the Principal will ensure that:

- Appropriate investigations have been carried out.
- All evidence available to support the allegations has been collated, taking into account the school's Behaviour and Equality Policies.
- The student has been offered the opportunity where practicable to give her/his version of events.
- Any contributing/mitigating factors that are identified after an incident of poor behaviour has occurred will be considered.
- Any Equality Act 2010 issues are identified and considered.

If the Principal is satisfied that, on the balance of probabilities, the student has breached the behaviour policy and that their continued attendance on the school site would seriously harm their education/welfare or that of others in the school community, permanent exclusion will be the outcome.

### **Exercise of discretion**

In reaching a decision, the Principal or Vice Principal will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour for Learning Policy and the effect that the student remaining in the school would have on the education and welfare of other students and staff.

The school will inform parents by phone call when the decision has been taken to issue a 'Permanent Exclusion' for a student. This will be followed, subsequently by a letter in which the terms of the Exclusion are set out. Parents/Carers are also informed of their rights regarding their rights to make representations to the governing body on the exclusion.

### **SEN students and Permanent Exclusion**

Whether or not the school recognises that a student has special educational needs (SEN), all parents (or students) if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the student. The school will have due regard for the SEN Code of Practice.

### **Meetings of Governors' or IRP**

From September 2023, it is possible for exclusion review meetings at governor or IRP level to be held virtually instead of there being a physical meeting. Parents will be informed of the choices available prior to the meeting and, usually, the parental choice will be honoured. In exceptional circumstances, a meeting may need to be held virtually due to an unexpected change in circumstances.

### **Requesting a review of the Governors' decision**

Where parents (or excluded student, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded student, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded student. However, where a panel decides that a governing body's decision is flawed when considered in the

light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a student, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

### **Alternatives to Exclusion**

The School works closely with other local secondary schools to undertake managed moves and inter-school placements where such a course of action would be of benefit both to the student and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to persuade parents to move their child to another school.

The school internally excludes students in Reflection for two lessons and a break/lunch.

Where an suspension/exclusion is considered for a student that repeatedly fails to meet the expectations of the Behaviour for Learning Policy consideration will be given to holding a Trustees Behaviour Meeting. The meeting will be attended by the student, parent/carer, Vice Principal and a Trustee. The meeting will provide the opportunity for the Vice Principal to share the schools concerns and allow the governor to agree behaviour targets with the student and parent/carer. Targets agreed, monitoring deadlines and support provision will be confirmed in writing by the Vice Principal. Exclusion will be considered where the student fails to meet the expectations agreed in the Trustee Behaviour Meeting.

### **Lunchtime Exclusion**

Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period.

### **Behaviour Outside School**

Student behaviour outside school on school 'business', for example school trips 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. The behaviour policy applies to students outside of the school premises, school day and when they are not under the lawful control of school staff. If students' behaviour fails to meet the expectations of the Behaviour for Learning Policy and meets the school criteria for suspension/exclusion then the Principal may decide to issue the appropriate sanction.

### **Drug Related Exclusions**

In making a decision on whether or not to suspend/exclude for a drug-related issue the Principal will have regard to the school's published policy on drugs.

Supporting document in forming this policy – Exclusion from maintained schools, academies and pupil referral units in England (Statutory guidance DfE September 2023)

## Inter-School Placement

For serious or repeated breaches to the school's Behaviour Policy, the school will consider the use of an Inter-School Placement. Parents/ Carers will be required to attend a reinstatement meeting with a Senior Leader following the Inter-School Placement, to support the students' return to school. The decision to use an Inter-School Placement is made by the Principal/a Vice Principal.

When an Inter-School Placement is issued, a Vice Principal will direct a student's education to another school for a period of time with a clear objective of improving the student's behaviour. The majority of Inter-School Placements will be for up to 5 days. In exceptional circumstances, it may be decided to use an Inter-School Placement for an extended period of time.

The aims of Inter-School Placements are

- To supervise and support a student's education, reducing disruption to their education, which may result from a suspension.
- To allow time and to support a student to reflect on the consequences of their actions, reducing future behaviour issues and enabling them to make a 'fresh start' when they return to school following the Inter-School Placement.
- To provide a safe environment for a student, reducing the safeguarding risks, which may be associated with a suspension.
- Support the successful reintegration of a student to their Base School following, or in addition to, a suspension.

## Inter-School Placement Protocol

The student's usual school is the 'Base' School. The school accepting the student under the Inter-School Placement Protocol is the Placement School.

1. A Vice Principal decides that a serious or repeated breach of the school's Behaviour Policy has taken place. CSIA contacts the Placement School to agree that an Inter-School Placement can be supported by the Placement School.
2. CSIA confirms the length of the Inter-School Placement and provides the Placement School with appropriate information about the student to enable them to offer a safe educational setting for the child for the duration of the Inter-School Placement.
3. CSIA confirms details of the Inter-School Placement with parents, including the period of time that the child will be directed to attend the Placement School, the objectives which the placement is intended to achieve, start and finish times for their school day (which may differ from those at CSIA), arrangements for lunch (including where the child has free school meals) and contact details for a lead member of staff in the Placement and at CSIA for the duration of the Inter-School Placement. Typically, Parents will receive a phone call from CSIA and details of the Inter-School Placement will be confirmed in writing within 24 hours.

4. Under Section 7 of the Education Act 1996, parents are required to provide transport to the Placement School. In exceptional circumstances, CSIA and/or the Placement School will facilitate the Inter-School Placement by providing transport.
5. Parents will receive confirmation of the Inter-School Placement as soon as possible, (Appendix 1 - template letter). This includes information about the dates of the Inter-School Placement, reasons for the Inter-School Placement and the intended objectives, and arrangements for a reintegration meeting to support the student on their return to CSIA.
6. On arrival at the Placement School, the student will be met by a designated member of the school staff and will work in the school's Exclusion Room. The student's attendance will be recorded by the Placement School and CSIA will be informed immediately of any absence, in line with the school's attendance management procedures. Where the student is absent, the Inter-School Placement may be extended for the appropriate number of days, so that the Inter-School Placement is completed.
7. Students who receive free school meals will be provided with a lunch by the Placement School and funded by CSIA.
8. CSIA will provide appropriate work for the student to complete during the Inter-School Placement, in line with their timetable and planned curriculum. Work will be supervised and facilitated by the Placement School, including, where appropriate and available, the provision of access to IT (managed under the AUP).
9. The student is required to wear their CSIA full school uniform for the duration of the Inter-School Placement, and to abide by the school's rules on appearance, including and particularly those which apply to wearing makeup, hair style and colour, jewellery and piercings. Students not in the correct uniform will be offered alternative clothing, asked to remove non-uniform items and/or sent home to change. The Inter-School Placement may be extended to account for any time/days missed due to incorrect uniform or appearance.
10. The Designated Senior Leaders with responsibility for managing Inter-School Placements, under the agreed protocol are: Mr M Fenlon, Vice Principal, Camborne Science and International Academy and Mr N Croker, Assistant Headteacher, Hayle Academy.



## Appendix 1: Inter-School Placement Template Letter

Date

Parental Address

Student Name:	DOB:
Inter-School Placement Period (Start Date – End Date)	
Date of Return to School:	No of Days of Inter-School Placement:

Dear Parents/Carers

I am writing to inform you of my decision to direct that .....(name) attends Hayle Academy in accordance with an Inter-School Placement for a fixed period of .... days. This means that ..... will not be allowed to attend Camborne Science and International Academy site for this period, and their education will be directed to Hayle Academy for this period. The Inter-School Placement begins on ..... (insert date) and continues until .... (date). Please note that ..... will be required to attend Hayle Academy for a period of .... school days. Should they be absent for any reason, the Inter-School Placement will be extended for the appropriate period of time so that they are able to complete their Inter-School Placement in full before returning to Camborne Science and International Academy.

I realise this Inter-School Placement may be upsetting for you and your family. The decision to issue an Inter-School Placement has not been taken lightly. .... (name) An Inter School Placement has been issued due to ... (insert reason). It is expected that the Inter-School Placement will achieve the following objective: [set out reason].

Please note that under Section 7 of the Education Act 1996 you have a duty to ensure your child attends school and their attendance during the Inter-School Placement is covered under this Act. Failure to attend an Inter-School Placement may count as unauthorised absence and I must advise you that you may receive a penalty notice from the Local Authority if you child fails to attend.

Either: Please note that parents are responsible for arranging transport to and from Hayle Academy for each day of the Inter-School Placement. Your child should arrive at Reception in full ..... (school name) uniform by ... (time), and should be collected at .... pm.

Or: As agreed, and in light of your family circumstances, transport to Hayle Academy will be provided each day from ..... Your child should arrive at .... in full ..... School uniform and will return at ..... pm.

We will set work for ..... to complete during the Inter-School Placement. Completion of this work is a condition of the Inter-School Placement and ..... will be required to fully cooperate with all instructions given to them by members of staff at Hayle Academy. Failure to complete the work set, or behaviour which breaches the expected standards may result in further sanctions and will be considered to be a very serious breach of our Behaviour Policy.

During the Inter-School Placement, your child's attendance and safety will be supervised by Hayle Academy. Should you have any concerns about your child's welfare during the Inter-School Placement, please contact either ..... (DSL, Base School) or Mr Croker (DSL, Hayle Academy). Your Child's Inter-School Placement will be managed by ....., Assistant Principal (CSIA) and you can contact them on ..... (phone number) ..... (Email address).

You have the right to make representations about this decision to the school via our Complaint Policy, which is available on our website. If you require a paper copy, please contact Reception.

A reinstatement meeting has been arranged for you to meet with ..... (staff name) on ... (date) at .... (time). The purpose of this meeting is to discuss and agree how best your child's return to school can be supported and managed and to ensure that their behaviour improves significantly in the future. Failure to attend a reinstatement meeting will be recorded on school file and referred to Governors during any future review of your child's behaviour.

..... 's Inter-School Placement expires on ... (date) at ... (time) and we expect them to return to school on .... (date).

Yours sincerely