



Graveney School Exclusions Policy

Adopted by the Governing Body in October 2016
Next review date: October 2017

*To be read in conjunction with the Behaviour Policy, Anti-Bullying Policy and the Respect Code.
Please refer to the Social Inclusion Handbook.*

Graveney School Exclusions Policy

Exclusion is a serious sanction to be used for serious breaches of the School Behaviour Policy. It is an essential tool to raise and maintain standards of behaviour. A clear, unequivocal message that poor behaviour will not be tolerated is sometimes necessary for both the pupil concerned and the wider school community. Poor behaviour affects the learning and rights of other children who are often the victims of disruptive or aggressive behaviour.

Examples (this is not a definitive list):

1. Violent behaviour against pupils or staff.
2. The possession of weapons.
3. The possession of and especially dealing in, illegal drugs.
4. Activities which could attract prosecution outside school such as serious theft, criminal damage.
5. Defiance of the School Behaviour Policy.
6. Defiance of the school's Anti-Bullying Policy.
7. Dangerous behaviour that puts the health and safety of others (and themselves) at risk.

PROCEDURE PRIOR TO AN EXCLUSION

Every effort should be made to avoid exclusion.

1. Parents to be contacted at the first sign of a problem emerging.
2. If deemed necessary, the pupil could be put on a Pastoral Support Plan and may be assigned a mentor.
3. Where appropriate support agencies will be involved, e.g. on site unit, Educational Welfare Officer (EWO), social services, Child and Adolescent Mental Health Services (CAMHS), etc.
4. All possible sanctions may well be employed – All relevant staff will be involved.
5. In some cases a Governors' Disciplinary Committee will be called.

If, after exploring all usual sanctions and support mechanisms an exclusion is necessary, the following steps should be taken:

1. A full investigation will take place where allegations of serious misconduct have been made, with the pupil concerned taken out of lessons pending the final decision.
2. Parents should be contacted to advise them of the exclusion in such a way as to enable them to understand its implications. Where appropriate, social services should also be informed, e.g. Children Looked After.
3. While awaiting exclusion (end of school day) the pupil must be set to work on their own - supervised by senior staff, head of year, deputy head of year, head of department.
4. Exclusion letter and necessary information to be prepared by head of year, with deputy head and authorised/signed by the Headteacher.
5. Sufficient work will be provided for the exclusion period. It should be returned to school for monitoring.
6. The 'exclusion' at the end of the day should be a formal meeting attended by senior staff and other relevant staff (e.g. EWO) where appropriate.

DURING THE EXCLUSION PERIOD

In some cases, contact between school and home, in particular by the EWO, can aid the pupil's reintegration and support the parents.

ON RETURN FROM EXCLUSION - (FIXED TERM)

1. Parents should accompany the pupil to school. Ideally the meeting should be held before school so the pupil can start the day with their tutor group, as normal.
2. Pupil should bring in the work completed during the exclusion which will be circulated to departments for marking.
3. It is important that this meeting is used to help reintegrate the pupil. Targets should be set and agreed. Where suitable it may be possible to agree to remove the formal exclusion from the pupil's records should they reach the targets set.
4. The reintegration should be monitored and all pupils placed on report. Parents should be fully involved in this monitoring process.

5. Support strategies for reintegration should also be agreed, e.g. meetings with learning mentors, EWO, tutor, head of year, etc. Please see section on Social Inclusion.
6. Hopefully, reintegration will be successful. If so, this should be recognised and pupil and parents informed accordingly.
7. If reintegration is not successful, or if the incident is of sufficient gravity to warrant permanent exclusion, the school may seek to arrange a managed move to another school in preference to permanently excluding the pupil. During this period, a fixed term exclusion will be applied.

INCLUSION

Graveney School is committed to Social Inclusion and to the development of strategies to reduce the risk of disaffection amongst pupils. Social Inclusion strategies should aim to:

- reduce the number of permanent exclusions
- reduce the number of fixed term exclusions
- reduce the number and frequency of all incidents of problematic behaviour
- reduce the number of non-authorised absence
- improve educational attainment, behaviour and attendance of targeted pupils

HOW INCLUSION OPERATES IN THE SCHOOL

The onsite provision allows pupils to be withdrawn from certain lessons or all lessons over a fixed period of time. They work in the provision and are supported by learning mentors. The provision also provides guidance and counselling with programmes such as anger management, self-esteem, etc.

Learning Mentors often work with individual students providing support and guidance, in the onsite provision or in class where appropriate.

Pastoral Support Plans (PSPs) are organised by the PSP Co-ordinator, and individual pupils are assessed, set targets and monitored by a mentor. This process is done in collaboration with the Wandsworth Social Inclusion Consultant and other agencies e.g. educational psychologists.

IMPLEMENTATION & MONITORING

Exclusions are discussed by the Governors Disciplinary Committee on an ad hoc basis and by the Community Committee and the Full Governing Body on a termly basis

REVIEW

An annual review of the implementation of this policy is undertaken by the Full Governing Body and the policy document itself is reviewed annually by the Community Committee.

GLOSSARY

Pastoral Support Plans	A Pastoral Support Plan (PSP) is a school based programme which is meant to help a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the child and parents in the drafting process.
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