



Respect

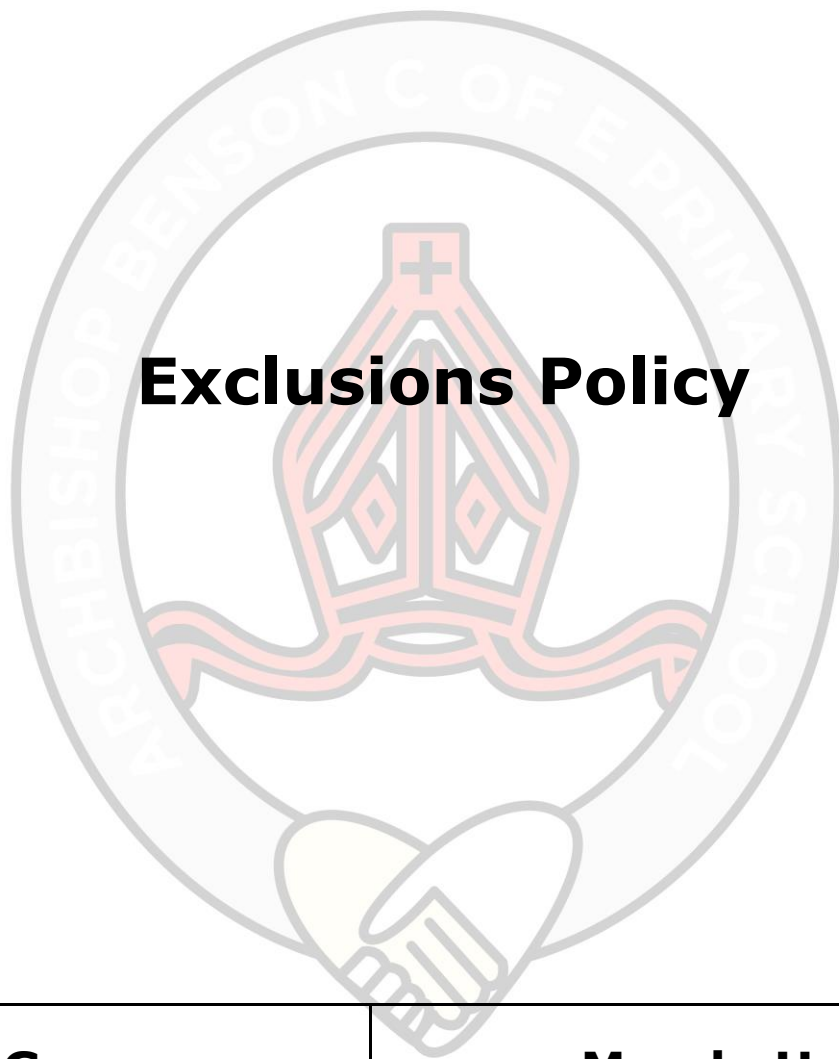
Creation

Fellowship

Wisdom

Hope

ARCHBISHOP BENSON C of E SCHOOL



Exclusions Policy

Chair of Governors

Mandy Hoare



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1.0 Introduction

At Archbishop Benson School, we are proud to be a Church of England school rooted in our local community. In keeping with our inclusive vision and values, we are committed to being the school of first choice for all local families providing an excellent education for all our pupils. Our policies and procedures are focused on ensuring that we all enjoy and achieve within a nurturing and enriching school community.

Vision:

With **fun and learning**, **hand in hand**, **all things are possible**.

"**I can** do **all things** through **Him** who strengthens me. (Philippians 4:13)

Values:

RESPECT

CREATION

FELLOWSHIP

WISDOM

HOPE

School Aims:

To help fulfil this vision the school has the following aims:

- To enable each child to achieve his or her full potential in levels of academic maturity, creativity, spirituality, physical development and independence
- To educate pupils in the principles of the Christian faith, promoting respect for moral values, differing races, religions and ways of life
- To awaken and develop every child's sense of self worth
- To develop respect, commitment and responsibility for others, to equip children to be able to make a positive contribution to the community in which they live
- To provide a wide variety of activities, visits and special events which enrich children's learning.

2.0 Policy aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

3.0 Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards and Framework Act 1998

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

As an academy, this policy complies with our funding agreement and articles of association.

4.0 The decision to exclude - refer to Appendix 1: Exclusion process flowchart

4.1 Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The headteacher can use exclusion as a planned response/strategy where it is warranted.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

4.2 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. Only the headteacher, or acting headteacher, can exclude a pupil from school. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will consider:

Factors relating to the pupil

- Specific incidences have been investigated with all parties in a sensitive & fair way.
- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked and take sufficiently into account whether there may have been contributing or extenuating circumstances e.g. bereavement
- Consider the LA's Exclusion Risk Assessment checklist (see Appendix 2)
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEND)
- Consider the efficient education of the pupil
- Consider the safety and welfare of the pupil

Factors relating to others (pupils & staff)

- Consider the efficient education of other pupils in the school
- Consider the safety and welfare of others in the school

Factors relating to the school as a whole:

- Consider the impact to date on the organisational efficiency of the school as a learning environment and a place of work.

Appendix 3 contains the National Standard list of reasons for exclusions. It should be noted that this list is not exhaustive. This list can be used to evaluate if exclusion is a reasonable response.

During an exclusion, it is important that the child does not go onto the school site at any time unless it has been agreed in advance with the Senior Leadership Team/Headteacher in advance or invited to attend a Discipline Committee Meeting

4.3 The decision to use a fixed term exclusion

4.3.1. Whilst the DfE Exclusion from Schools statutory guidance (Sep 2017) states that "*The Government supports head teachers in using exclusion as a sanction where it is warranted*", the school primarily seeks to use a fixed-term exclusion as a period of review rather than as a sanction. The period of the fixed-term exclusion creates the required time and space for the school to re-assess the child's needs and to secure the support and resources which will be needed to successfully re-integrate and include that child. The school will seek to make all reasonable adjustments within the parameters of a main-stream setting. This could include:

- Implementation of new individual risk assessments
- Implementation of an Individual Safety Plan and/or an Individual Behaviour Plan
- The involvement of agencies able to offer specialist support
- Enhanced internal support
- Bespoke external support and assessment

It also offers an immediate, short-term arrangement so that the learning and teaching for the majority of pupil in a particular class or across the school can continue uninterrupted and that the impact of any excluded child's persistently disruptive behaviour on the health and well-being of staff and pupils can be assessed and addressed.

The duration of a fixed-term exclusion will be based on consideration of the nature & seriousness of the incident, the number of behaviour issues, the time it will take the school to liaise with agencies/make further reasonable adjustment/coordinate staffing. Fixed-term exclusions are temporary. A pupil can be excluded for 1 or more fixed terms, up to a maximum of 45 days in total per school year. Fixed-term exclusions can also be for just a part of the school day, such as a lunchtime exclusion

4.3.2 Fixed term for 15 school days or less.

If a child is excluded for 15 days or less there is no legal right of appeal. However, the Discipline Committee of the Governing Body has a duty to listen to any representation a parent may wish to make, although they cannot overturn any exclusion of less than 6 school day

4.3.3 Fixed term for 16 - 45 school days

For fixed term exclusions exceeding 15 days and permanent exclusions, the clerk to the Discipline Committee must convene a meeting to consider the exclusion (including any amalgamation of more than 15 day exclusion in any term). The school remains responsible for setting and marking work during the exclusion process. When exclusions exceed 15 school days the LA will liaise with the school to ensure educational provision is being provided, and will assist with these arrangements if necessary.

Where several fixed-period exclusions have been issued in a term, the school will continue to make parents aware of their legal rights.

4.3.4 On returning from a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Re-adjusted strategies, involving all staff who come into contact with the pupil, to minimise the recurrence of the behavior(s) resulting in the exclusion

- Any need for an internal isolation
- If this is not a first fixed-term exclusion, an evaluation of whether FTE(s) are having an impact on improving behavior.
- An altered timetable, and perhaps even a part-time timetable, if this is agreed by the relevant parties
- Graduated personalised provision within the school's Rainbow Cove

The school will be as accommodating as possible with the scheduling of the meeting to ensure parental/carer attendance. Should a parent or carer not be able to attend reintegration meeting, the key points will be shared with the parents/carers in writing.

4.3.5 On returning from a fixed-term exclusion, we also facilitate a restoration process. It is part of being human for children and adults to experience distance in their relationships and separation in their friendships. If a person is hurt or harmed as a result of a child's decisions & actions which have led to an exclusion, then a barrier could potentially build up of hurt, mistrust and resentment. This barrier can affect a child or an adults' ability to thrive and flourish. The factors that caused the barrier have to be dealt with in an age-appropriate and developmental-appropriate manner. They cannot just be ignored.

This relates directly to our school value of fellowship. Our definition of fellowship is: *We recognise and celebrate that we are all fellow brothers and sisters connected within a big, global family and that we are stronger together*

We promote a restoration approach to barriers and breakdowns in friendships & relationships. Our restoration approach is based on reconciliation and forgiveness:

Reconciliation is about mending the hurts or wounds caused by unkindness and separation.

Forgiveness is central to reconciliation, without it the friendship or relationship cannot be repaired. Forgiveness is the means by which damaged relationships are restored. Where a child or adult does an act of dis-respect, they are expected and asked to say or show sorry to the person they have offended, hurt or harmed. The person is given the opportunity to forgive. By accepting an apology, we learn first-hand about the power of forgiveness to heal hurts, to strengthen relationships and to allow fresh starts.

4.4 The decision to use a permanent exclusion

A permanent exclusion means that a child is not anticipated to return to the school.

A permanent exclusion will be taken as a last resort and will be taken only:

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

The headteacher should ensure he or she has all the relevant facts and firm evidence to support any allegations made before making a decision.

In the event of a particularly severe incident of bad or dangerous behaviour, the pupil will have a fixed term exclusion pending further investigation which may lead to a permanent exclusion. The FTE is allow the school to carry out a

thorough investigation. The LA would be notified of a potential permanent exclusion.

Behaviour outside of school can also be a reason for exclusion. This would include behaviour on school trips, behaviour when in school uniform, behaviour on the way to and from school and behaviour which may bring the school into disrepute

5.0 Definitions

- For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

6.0 Roles and responsibilities

6.1 The headteacher

Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice. The school will engage with parents regarding alternative provision but parental consent is not needed.

Informing the governing board and local authority

The headteacher will immediately notify the governing board and the local authority (refer to LA Exclusion notification form) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the governing board and LA once a term.

6.2 The Governing Board

Responsibilities regarding exclusions is delegated to Discipline Committee. This committee has a duty to consider the reinstatement of an excluded pupil (see section 7).

6.3 The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

For pupils with fixed term exclusions between 16 - 45 school days, the school works proactively with the LA to secure a sustainable and effective alternative provision.

7.0 Considering the reinstatement of a pupil

7.1 The Discipline Committee will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination

7.2 If requested to do so by parents, the Discipline Committee will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination the Discipline Committee will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the Chair of the Committee or the Chair of Governors will consider the exclusion and decide whether or not to reinstate the pupil.

7.3 The Discipline Committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the Discipline Committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

7.4 The Discipline Committee will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the Discipline Committee's decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the school, as a standalone academy trust (SAT), to appoint an SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
 - That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and

disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

8.0 An independent review (see Appendix 4)

8.1 If parents apply for an independent review, the school will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil. Applications for an independent review must be made within 15 school days of notice being given to the parents by the Discipline Committee of its decision to not reinstate a pupil.

8.2 A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

8.3 A person may not serve as a member of a review panel if they:

- Are a member of the academy trust or governing board of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the academy trust, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

8.4 A clerk will be appointed to the panel.

- The independent panel will decide one of the following:
- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement

- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

9.0 School registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

10.0 Post-exclusion

When removing a pupil from the school roll, the school will ensure:

- this is done under the circumstances prescribed by the Education (Pupil Registration) (England) Regulations 2006, as amended. Things to consider
- the common transfer file is transferred within 15 school days of the pupil ceasing to be registered at the school.

11.0 Safeguarding (Please refer to our Safeguarding Policy for further details)

The health, safety and well-being of every member of the school community is our paramount concern. Our vision states that our children should enjoy their time & their learning as pupils at this school. Our safeguarding provision is committed to underpinning this policy by:

- establishing and maintaining an environment where all our children feel safe and secure
- ensuring that all children know that there are adults in the school whom they can approach if they are worried about anything inside or outside school.
- including opportunities in the curriculum for children to develop the skills they need to
 - understand the range of pupil behaviour within a school
 - manage their own individual behaviour
 - reasonably support other pupils' behaviour
 - know how to keep themselves safe if confronted with aggressive, abusive or violent behaviour

- know how to seek help and report concerns to adults within the school.

Staff must immediately report any worrying, unusual or escalating pupil behaviour to their phase leaders. Cases causing concern should be shared with the Designated Safeguarding Lead. Problematic behaviour which places a child at potential risk of isolation and exclusion may warrant the involvement of parents, MARU (Multi-Agency Referral Unit, Social Services, medical services or an assessment by the Educational Psychologist. The Pupil Welfare Group will support the headteacher in making that decision.

12.0 Physical Intervention & Restraint (Please refer to our Physical Intervention & Restraint Policy for further details)

We pride ourselves on providing a safe learning environment for our pupils. Sometimes, some of our children may get anxious or agitated. At such times we use communication skills, distraction techniques and the removal triggers where possible, to help pupils to calm down. However, there may be rare occasions when children need more help to calm down – this may require staff physical intervention to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. Physical restraint is the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property.

All staff can use force to restrain a child where there is a perceived risk of injury, damage to property or a persistent threat to order in the classroom. This use of force should be reasonable, proportionate & necessary. It should match the perceived level of risk or challenge. It should rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised Team Teach training, and this is up to date. Restraint should only be used if the pupil is putting him/herself or others in danger and where failure to intervene would constitute neglect.

Children who are likely to require physical intervention will have an Individual Behaviour Plan which is based on an Individual Risk Assessment and which will outline physical intervention which has been discussed with professionals and agreed with the parents.

Staff involved in any incident where physical intervention or restraint is used must ensure the completion of a Physical Restraint Incident Report for each incident on our CPOMs reporting systems. The Inclusion Leads and the DDSL are responsible for ensuring that all incidences involving physical restraint are regularly monitored.

13.0 Collaborative Working Links

We understand that exclusion is both serious and upsetting for parents and children

At Archbishop Benson School we value the positive relationships that have been built between the school, families, the local community, the Local Authority and a range of external agencies. We recognise the positive benefits that such multi-agency working partnerships bring to the school and work closely with a range of services and professional to nurture the highest possible standards of behaviour for all the pupils attending Archbishop Benson School. In promoting positive behaviour and creating the best possible environment in which teaching

and learning for all pupils can take place, we actively work in partnership with agencies including:

- Families
- SENDIAS
- Behaviour Support Specialists
- Educational Psychologists
- Education Welfare Officers
- Alternative provision providers
- Child and Adult Mental Health Service (CAMHS)
- Early Help Hub
- Social Services MARU (Multi-Agency Referral Unit)
- ????

We seek to signpost families toward support from:

Coram Children's Legal Centre

http://www.childrenslegalcentre.com/index.php?page=school_exclusions

ACE Education also run a limited advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time. Information can be found on their website: <http://www.ace-ed.org.uk/>

National Autistic Society (NAS) School Exclusion Service (England) can be contacted on 0808 800 4002 or via schoolexclusions@nas.org.uk

Independent Parental Special Education Advice <http://www.ipsea.org.uk/>

14.0 Monitoring arrangements

The Leadership & Management governor focus group is responsible for monitoring the number of exclusions every term and reporting back to the Governing Board. The monitoring will include a discussion with the headteacher including:

- evaluating the consistent application of the school's exclusion policy?
- ensuring the reasons for all exclusions are clearly recorded, including the impact on others
- ensuring that all relevant evidence is properly recorded/retained/documented (e.g. summaries of interviews, past behaviour, sanctions and support provided.)

This policy will be reviewed by the Leadership & Management governor focus group every 2 years. At each review, the policy will be shared with the Governing Board.

15.0 Links with other policies

This exclusions policy is linked to our

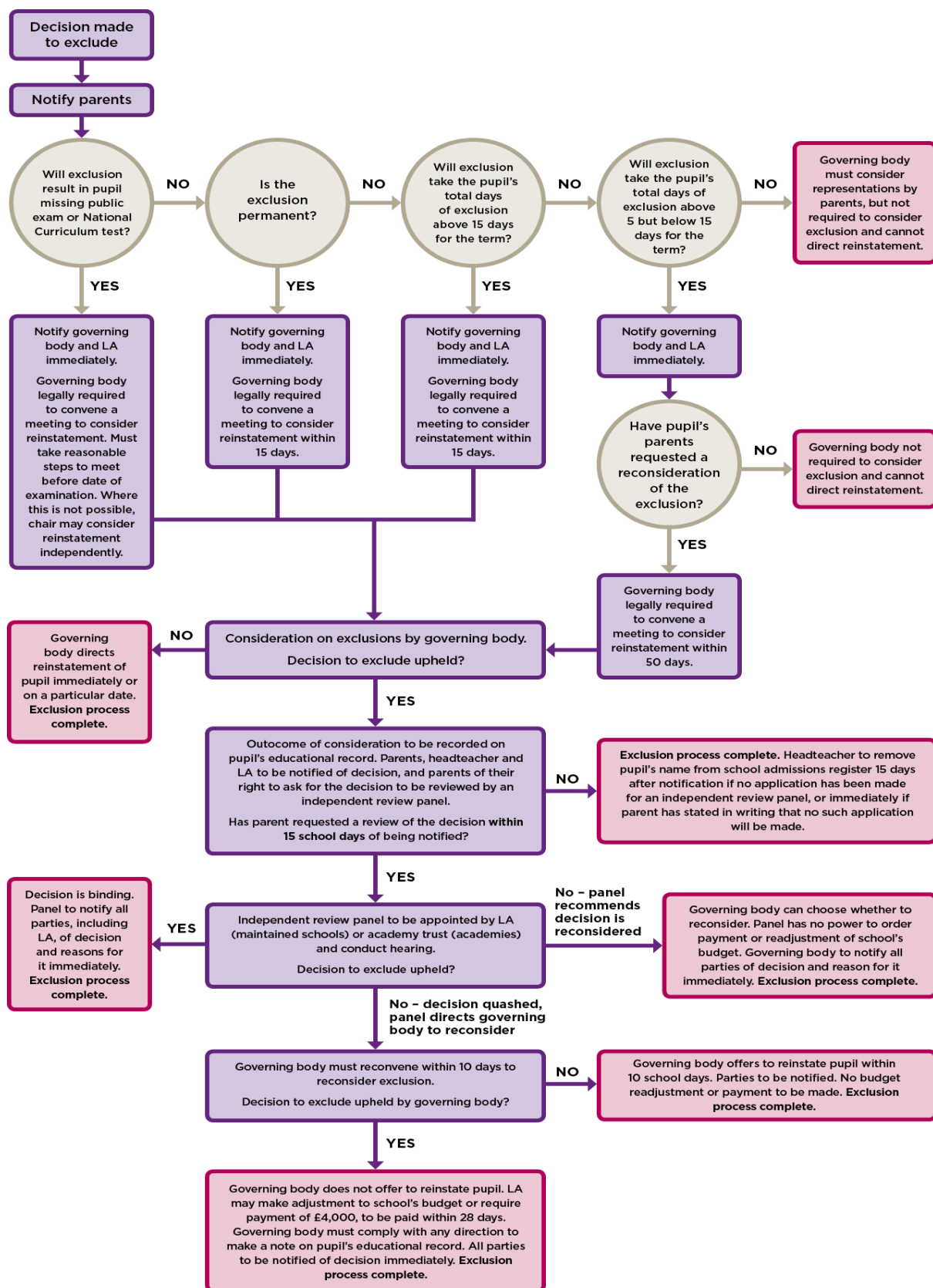
- Behaviour for Learning Policy
- SEN Policy and information report
- Safeguarding Policy
- Physical Intervention Policy

Date of (re)adoption: February 2020

Date of review, February 2022



Appendix 1 - Exclusions process flowchart



Appendix 2: Best Practice - Risk Assessment

To be completed when considering reduced timetables,



fixed term exclusions and permanent
exclusions

DoB:

NC year:

Date:

Student:

Overall assessment of risk:

Commencement date for reduced timetable/exclusion:

Planned date for full time education to recommence:

School or setting:

Completed by:

Date:

<u>Identified Behaviours</u>	<u>H,M,L</u>	<u>1-5</u>	<u>SEN</u>	<u>Y/N</u>	<u>Teaching & Learning</u>	<u>Y/N</u>
Criminal behaviour			EHC plan (EBD)		Literacy support	
*Violence towards staff			EHC plan (learning)		Numeracy support	
*Violence towards pupils			SEN support		Emotional / Behaviour	
*Verbal abuse to staff			ADHD		Other:	
*Verbal abuse to pupils			Autistic spectrum			
Schedule 1 offender			Dyslexia			
Intimidation towards staff			Dyspraxia		<u>Attendance</u>	
Bullying towards pupils			Epilepsy		Attendance	
Fire raiser			Diabetic		Punctuality	
Racial abuse			Asthma		EWO involved	
Disruption in class			Medication			
Destroys work			*TA support behaviour		<u>Reason</u>	
Wanders around class			TA support learning		Mainstream PEx	
Walks out of lessons			*Mental health issues		Special PEx	
Draws other pupils out of lessons			Oppositional defiance		Fixed term exclusion	
Goes off site			Physical impairment		2 or more FTEx	
*Draws other pupils off site			Audio		No education provision	
Cannot work in groups			Visual		At risk of exclusion	
*Drug user / involvement			Physical disability		School Refuser	
*Alcohol misuse			Other:		Supporting education	
Smoker					In school support	
*Self harms / suicide attempts					Progress boost	
*Allegations						
*CSE Risk			<u>Agencies involved</u>			
*VIST(s) issued			Social Care		Acorn AP	
*Sexualised behaviour			Child protection		Behaviour Support	

Risk Assessments

What is it?

- A comprehensive assessment of risk on working with this young person
- Measured steps to reduce risk in the event of reduced provision in the school

Who should do it?

- Responsible senior member of staff

When should you complete the form?

- Prior to arranging a reduced timetable (at the planning stage)
- On gaining new information about the young person / family

Why do it?

- Consistency of approach
- Protection of young person, others, including family members
- Maximising awareness
- Accountability
- Reducing risk
- Planning for the future

How to do it?

- Complete prior to implementation of reduced timetable
- Any interested parties to give information

Who should see it?

- Sign off by senior member of staff
- Virtual School in the case of a child in care virtuelschool@cornwall.gov.uk (secure email required)
- For reduced timetables: schoolaccess@cornwall.gov.uk (secure email required)
- Carers / Parents
- Young person (if appropriate)

Reviewing Process:

- Senior staff member with responsibility for vulnerable pupils
- Virtual School in the case of a child in care virtuelschool@cornwall.gov.uk (secure email required)
- For reduced timetables: schoolaccess@cornwall.gov.uk (secure email required)
- Carers / Parents
- Young person (if appropriate)

Appendix 3 - National Standard List of Reasons for Exclusions

1. Physical assault against pupil <ul style="list-style-type: none"> • Fighting • Violent behaviour • Wounding • Obstruction and jostling 	2. Physical assault against adult <ul style="list-style-type: none"> • Violent behaviour • Wounding • Obstruction and jostling
3. Verbal abuse/ threatening behaviour against pupil <ul style="list-style-type: none"> • Threatened violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon 	4. Verbal abuse/ threatening behaviour against adult <ul style="list-style-type: none"> • Threatened violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon
5. Bullying <ul style="list-style-type: none"> • Verbal • Physical • Homophobic bullying • Racist bullying 	6. Racist abuse <ul style="list-style-type: none"> • Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
7. Sexual misconduct <ul style="list-style-type: none"> • Sexual abuse • Sexual assault • Sexual harassment • Lewd behaviour • Sexual bullying • Sexual graffiti 	8. Drug and alcohol related <ul style="list-style-type: none"> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Smoking • Alcohol abuse • Substance abuse
9. Damage <ul style="list-style-type: none"> • Vandalism • Arson • Graffiti 	10. Theft <ul style="list-style-type: none"> • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
11. Persistent disruptive behaviour <ul style="list-style-type: none"> • Challenging behaviour • Disobedience • Persistent violation of school rules 	12. Other Includes incidents that are not covered by categories 1-11 but this category should be used sparingly

Appendix 4: Independent review panel training

Archbishop Benson School ensures that all members of an independent review panel and clerks have received training on exclusion legislation, policy & procedures within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

