

Exclusion Policy

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EXCLUSION POLICY & GUIDELINES

Introduction

At Mulberry Academy Shoreditch we are committed to ensuring the safety and well-being of all members of the school community, whilst maintaining an appropriate and positive environment, where all can work, learn and succeed together.

A decision, therefore, to exclude a student at Mulberry Academy Shoreditch will only be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour for Learning policy;
- Bringing the reputation of the school into disrepute;
- If allowing a student to remain in the school would seriously harm the education or welfare of the student or other students;
- Once a range of alternative strategies have been tried and failed (see Intervention & Support);

Only the Principal can permanently exclude a student from the school although, in his absence, this responsibility can be delegated to the Deputy Principal. Other exclusion-related activities do not have to be undertaken by the Principal, but may be delegated.

Before reaching a decision to exclude, the Principal will:

- Consider all the relevant facts and the evidence to support the allegations made;
- Allow the student to give his/her version of events;
- Check whether the incident appeared to be provoked by racial or sexual harassment;
- Consult with others if necessary;
- Keep a written record of the actions taken (and copies of written records made by other members of staff), including any interviews with students concerned. Witness statements will be dated and signed, wherever possible.

There are three types of exclusion that we can use:

1. Internal exclusion
2. Fixed term exclusion (up to a maximum of 45 days in a academy year)
3. Permanent exclusion

INTERNAL EXCLUSION

Most exclusions at the school are of a fixed term nature and of short term duration. For these less serious breaches of academy rules an internal exclusion may be used.

It is our practice that most of these exclusions take the form of an internal exclusion, with the student being excluded to the Internal Exclusion Unit.

Any referral to the Internal Exclusion Unit must be made through a member of Senior Staff or a Head of Year. Referrals will be logged onto Bromcom by the Internal Exclusion Manager with details of the nature of the referral, the length of the placement in the IEU and the resolution to the sanction. This may include a letter home and/or a parental meeting.

For more serious breaches of the Behaviour for Learning Policy, a parental meeting must take place with the Head of Year and/ or a Director of Learning/ Senior member of staff before a

student is allowed back into lessons. The purpose of these meetings is to reinforce expectations, ensure any issues are resolved and set appropriate targets for the student.

FIXED-TERM EXCLUSION

A decision to exclude a student for a fixed period is taken in response to breaches of our behaviour policy, where the behaviour is not serious enough to warrant permanent exclusion and, lesser sanctions such as detention are considered inappropriate.

Following a fixed term exclusion, a return from exclusion (reintegration) meeting should take place with the parents, arranged by the Head of Year and a member of the Senior Leadership Team/ Head of Key Stage. Parents are expected to attend. The purpose of these meetings is to ensure any issues are resolved and to support the student's reintegration to the school after a serious incident.

PERMANENT EXCLUSION

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

1. In exceptional circumstances where it is not appropriate to implement other strategies.
2. When all other strategies to address disciplinary offences have been used without success

The school does not have a "tariff" of exclusion length for different misdemeanours, however there are certain one-off incidents for which permanent exclusion would be considered, given their seriousness:

- possession or use of, or concealing a weapon (fireworks are deemed as weapons in this instance)
- the assault or threatened assault of a member of staff or a student
- repeated and/or serious intimidation of a member of staff or a student
- repeated or large scale disruption of students' learning (e.g. setting off the fire alarm maliciously)
- possession of illegal substances

This is not intended as an exhaustive list, but is meant to convey the nature of one-off offences that might result in permanent exclusion. Students who receive several exclusions are at risk of being permanently excluded from the school.

The school follows carefully government guidance on exclusions.

<https://www.gov.uk/government/publications/school-exclusion>

INTERVENTION & SUPPORT

It is always our aim at MULBERRY ACADEMY SHOREDITCH to support students who are experiencing difficulties in their lives and with those students who find managing their own behaviour difficult.

We have designed a range of interventions to support students and help them keep on track. Below is a summary of support available to students at the school:

- Class teacher discussion and support
- Tutor discussion and support
- Head of Year (HOY) discussion and support

- Special Educational Needs Co-ordinator support
- Parental involvement
- Mentoring programme
- Attendance and Welfare Advisor
- Education Psychologist
- Pastoral Support Plan
- Modified timetable
- Referral to Pastoral Support Centre
- Referral to Learning Support Unit
- Common Assessment Framework
- Work Related/College Programme (KS4)
- Managed Move
- Internal Exclusion Unit

Tutors, HOYs and other members of the pastoral team meet on a regular basis to discuss students causing concern and how best to support such students in modifying their behaviour.

Students who have a pattern of poor behaviour are likely to have a Pastoral Support Plan designed for them. This will involve the school, parent(s) and relevant services putting together a relevant action plan and targets for the young person in question. The Pastoral Support Plan will set clear, reasonable and achievable targets to help them manage and modify their behaviour. The Pastoral Support Plans will be reviewed at regular intervals.

At Mulberry Academy Shoreditch, we feel it is vitally important to work in conjunction with parents to support every young person in achieving to the highest possible level.