

## TTA Exclusion Policy

In The Totteridge Academy, we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all students to reach their full potential, emotionally, socially and intellectually.

This Policy has been drawn up in compliance with the DfE statutory Guidance; Exclusion from maintained schools, Academies and Pupil Referral Units in England' (September 2017).

### Permanent Exclusion:

The decision to exclude a student permanently will only be taken if:

1. there has been a one-off, serious breach, or persistent breaches, of The Totteridge Academy Behaviour Policy AND
2. allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy

Exclusion is a very serious course of action and taken as a last resort and only on disciplinary grounds. Only the Principal can make this decision. In their absence the Vice Principal can assume this responsibility.

### Fixed-term exclusion:

The following are examples of breaches of the Behaviour Policy (this is not an exhaustive list and exclusion is at the decision of the Principal)

1. Repeated defiance of reasonable instructions from any staff member
2. Repeated or sustained disruption to the learning environment including mobile phone use.
3. Verbal abuse to staff and others (including students)
4. Indecent behaviour
5. Refusal to attend Correction
6. Failure to comply with instructions when in Correction
7. Unacceptable behaviour which has previously been reported and for which sanctions and other interventions have not been successful.
8. Behaviour at any time that brings the Academies into disrepute; this will include school trips and journeys to/from school.
9. Theft
10. Damage or attempt to damage Academy property or the property of others
11. Smoking; including e-cigarettes
12. Misuse of other substances
13. Use of mobile devices or other electronic equipment to film or photograph offensive behaviour or to distribute inappropriate or offensive material.
14. Misuse of, or encouraging mis-use of, illegal drugs on school grounds
15. Encouraging violent behaviour or compromising the safety of staff or pupils

The Statutory Guidance indicates that the following examples might constitute a serious, one-off disciplinary offence for which permanent exclusion could be immediately appropriate:

1. Serious actual or threatened violence against another student or a member of staff
2. Sexual abuse or assault
3. Supplying an illegal drug on school grounds
4. Use of or under the influence of an illegal drug
5. Carrying, or using, an offensive weapon
6. Arson or attempted arson

The Totteridge Academy will seek police involvement where the law has been broken. Parents/carers will be informed and involved, where appropriate, without delay.

### Behaviour Outside the Academy

Students' behaviour outside the Academy grounds on school "business" for example trips and journeys away, school sports fixtures, or a work experience placement is subject to the Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place on site. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the School or on a journey to and from school meets the criteria for exclusion and the student is identifiable as a student of The Totteridge Academy, then the Principal may decide to exclude.

### Drug Related Exclusions

In making a decision on whether or not to exclude for a drug-related offence, the Principal will have regard to the published policies of the Academy and the DfE. The decision will depend on the precise circumstances of the case and the evidence available. In some cases, fixed term exclusion will be more appropriate than permanent exclusion.

**The DfE/ACPO Guidance can be found at:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)

### Exclusion Procedure

Most exclusions are of a fixed term nature and are of a short duration (usually between one and three days).

The DfE regulations allow the Principal to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors review promptly all permanent exclusions from The Totteridge Academy and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

The Governors review fixed term exclusions which would lead to a student being excluded for over 5 days, but not over 15 days in a school term, where a parent has expressed a wish to make representations.

Following exclusion parents / carers are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents/carers have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A reintegration meeting or conversation will be held with parents/ carers and the student during, or following the expiry of, the fixed term exclusion and this will involve the Director of Learning or a member of the Senior Leadership Team and other staff where appropriate.

Following a fixed-term exclusion the student may be placed on report to the Director of Learning, usually for a minimum of one week to monitor behaviour and work. If the fixed term exclusion is greater than 5 days or an accumulation of exclusions exceed 5 days, a Behaviour Support Plan may be drawn up. This needs to be agreed with the Academy, student and parents.

During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the Academy premises, and that daytime supervision is their responsibility as parents/guardians. The Academy will set work, but it is up to the parent to make sure it is collected and returned when completed for marking.

### Alternatives to Exclusion

Students and incidents are dealt with on an individual personalised basis, and it may be appropriate for students to be offered alternatives to exclusion under exceptional circumstances.

Examples of situations when an alternative to exclusion may be sought include:

- students with significant additional needs detailed on the SEND register
- students for whom exclusion would represent a safeguarding matter or significant prejudice to their wellbeing.

The following approaches may be taken as an alternative to exclusion under exceptional circumstances:

- Extended period of time in Correction
- Extended community service based around the Academy
- Managed move to another mainstream setting
- The use of a purchased place at an alternative provider

### Support Following Exclusion

In some cases, it may be appropriate for further support to be provided for students following exclusion and any decisions about such options will be initiated by the Academy in full collaboration with the student and parents/ carers. The Principal will have the final decision about placing a student in offsite alternative provision and although desirable, parental / carer permission and

support is not required if the Principal and other relevant staff feel this is the best and most appropriate educational provision at that point in time.

Options for additional support following exclusion may include:

- Completion of an EHA – Early Help Assessment - to identify areas for future support for the student.
- Alternative Provision from another provider for a period of time to improve behaviour
- Offer of a ‘managed move’ to another school with a view to a permanent move for a fresh start. The trial placement usually lasts 6 weeks
- Personalised reduced mainstream lesson timetable
- Referral for additional support to the school nurse or counsellor
- Referral to SEN-related agencies including Educational Psychologist (EP), Speech and Language Therapist (SALT), Child and Adolescent Mental Health Service (CAMHS), Community Pediatrician.

### Factors that the Academies Consider Before Making a Decision to Exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Principal will:

- Ensure appropriate investigations have been carried out and that, on the balance of probabilities the student has committed the alleged offence(s).
- Consider all the evidence available to support the allegations taking into the account the Behaviour, Equal Opportunity and Race Equality Policies.
- Allow the student to give his / her version of events.
- Check whether the incident may have been provoked for example as a result of bullying or by racial or sexual harassment.

If the Principal is satisfied that on the balance of probabilities the student did what he / she is alleged to have done; exclusion will be applied.

### Exercise of Discretion

In reaching a decision, the Principal will always look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider the gravity of the incident or series of incidents, whether it constitutes a serious breach of the Behaviour Policy and the effect that the student remaining in school would have on the safety, welfare and education of other students and staff.


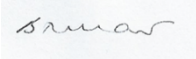
## Role of The Governing Body

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Discipline Committee when it meets to consider the Principal's decision to exclude. This committee will require the Principal to explain the reasons for the decision and will look at appropriate evidence, such as the student's record, witness statements and the strategies used by the School to support the student with difficulties prior to exclusion.

The Governors will review the Principal's decision within 15 school days of the date of the Principal's decision to exclude.

Statutory Guidance on Exclusions can be found at: [www.education.gov.uk](http://www.education.gov.uk)

Signed off by:

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| <p><b>Name:</b> Chris Fairbairn</p> <p><b>Signature:</b> </p> <p><b>Role:</b> Principal</p> | <p><b>Name:</b> Bronwen Tumani</p> <p><b>Signature:</b> </p> <p><b>Role:</b> Chair of Governors</p> |
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