



The Eaglewood School

“Raising Aspiration and Changing Lives”

Exclusions Policy

POLICY DETAILS

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Author:	Mr J Wood, Deputy Headteacher
Persons/Committees consulted whilst document in draft:	Headteacher and Governing Body
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Headteacher Target Audience:	All Staff; All Students; Parents/Carers; Commissioning Schools; Local Authorities

Policy Review

This policy will be reviewed **Biennially**.

Exclusions Policy

This policy outlines The Eaglewood School's application of *The School Discipline (Pupil Exclusions & Reviews) (England) Regulations 2012*.

The Eaglewood School seeks to reduce the number of incidents leading to potential exclusions by promoting a positive atmosphere of mutual respect and discipline within the school as detailed in: The Recognition, Relationship and Behaviour Policy; The Equal Opportunities (Learners) Policy; and The SEND Policy.

Principles

Exclusion' is a sanction used by The Eaglewood School in cases deemed as serious or threatening breaches of behaviour. A student may be at risk of exclusion for behaviour such as:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Possession or the use of drugs or other controlled substances;
- Behaviour that put the student or others at risk of harm;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.
- Deliberate damage to school property or the fabric of the school building.

Fixed Term Exclusion (FTE)

- The Headteacher alone imposes fixed term exclusions from The Eaglewood School.
- In the temporary absence of The Headteacher, the Deputy Headteacher is delegated the right to make provisional fixed term exclusions.

- The Headteacher will review the decision of the Deputy Headteacher on his/her return and may uphold/ overturn the exclusion and or increase/reduce the period of exclusion.

The Eaglewood School regularly monitors the number of Fixed Term Exclusions. Monitoring seeks to ensure that no group of students is unfairly disadvantaged through the use of FTE and that the underlying needs of all individuals are being fully met.

Notification of Fixed Term Exclusion

Parents/Carers will be notified by Headteacher or Deputy Headteacher once the decision to exclude a student has been taken and told the reason for the exclusion.

- Notification of exclusion should be made as soon possible after the decision to exclude has been taken and in any event always on the day that the decision to exclude has been taken.
- First notification of the exclusion will typically be made by telephone or in a face-to-face meeting. Written confirmation for the exclusion will be subsequently emailed or posted (should an email address for the parent/carer not be available).
- A student who has been excluded will have the reason for his/her exclusion explained by a senior member of staff so that they understand why the sanction has been implemented.

Students Returning from a Fixed Term Exclusion

- All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent/carer. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour

modified to acceptable standards in partnership between student, parent/carer and the School.

- In line with the principles of restorative justice, students will be encouraged to consider what actions are necessary to restore the situation that led to their fixed term exclusion. A letter or expression of apology may be appropriate.

Appealing Fixed Term Exclusions

Fixed Term Exclusion template correspondence includes advice on how to appeal a fixed term exclusion. It also includes where parents/carers can find additional external advice regarding both their rights and obligations during the fixed term exclusion period.

Monitoring and Evaluation

This Policy will be reviewed biennially.

- The rate of exclusions at The Eaglewood School will be analysed against other AP providers and the rates of FTE by school published by local authorities.
- Higher than typical rates of exclusion may indicate shortcomings in the related Recognition, Relationship and Behaviour Policy, Equal Opportunities (Learner) Policy and SEND Policy identified.