



PENDLE COMMUNITY HIGH SCHOOL & COLLEGE

Exclusion Policy

Pendle Community High School and College (PCHS and C) actively promotes positive relationships and behaviour based upon the following principles:

- A happy, safe, positive, and calm learning environment.
- A strong sense of community – i.e. mutually beneficial relationships and positive attitudes, values and beliefs which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- An emotional literate and solution-focussed organisation which fosters positive and desired behaviours, including how to effectively manage conflict and repair harm.
- A restorative culture i.e. working '**with**' students to effect change rather than doing '**to**' them.
- A personalised approach to negative behaviour i.e. support will always be designed around individual needs and a functional analysis of behaviours presented, which is subsequently well-planned, implemented, monitored and analysed at various levels and in different ways across school and college.

The core expectations that underpin our positive relationships and behaviour strategy are as follows:

In our school and college community we care for and respect

- ourselves
- other people
- our environment
- and always try our best!

Therefore, any decision to exclude a pupil / student, either for a fixed period or permanently is seen as the last resort by Pendle Community High School and College, while always bearing in mind our duty of care to students and staff. We actively communicate to students, parents and staff high expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct, including a positive relationships, behaviour and SEMH Policy, promoting positive mental health and wellbeing policy and anti-bullying policy. Pendle Community High School and College take account of the special educational needs of a student when considering whether or not to exclude. The Headteacher will ensure that reasonable steps have been taken to respond to a student's disability so the student is not treated less favourably for reasons related to their special educational needs and disability.

Reasonable steps include:

- Differentiation in the Positive Relationships, Behaviour and SEMH Policy
- Developing strategies to support the student's behaviour e.g. multi-element intervention plans
- Requesting external help with the student, such as intervention from the Early Action team, addressing Adverse Childhood Experiences such as Domestic Abuse via appropriate programmes, Brighter Lives, Young Minds.
- Staff training

Where reasonable adjustments to policies and practices have been made, to accommodate a student's needs and to avoid the necessity for exclusion as far as possible, exclusion may still be justified, if there is a material and substantial reason for it.

A specific incident affecting order and discipline in the school / college may be such a reason. No exclusion will be initiated without having first exhausted other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion may include:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the student or others in the school / college. Any exclusion will be at the recommendation of the Headteacher and the discretion of the Governors

Fixed Term Exclusion

A fixed term exclusion will be used for the shortest time necessary to secure benefits without adverse educational consequences. Exclusion for a period of time from half a day to 15 days for persistent or cumulative problems would be imposed only when the school / college had already offered and implemented a range of support and management strategies. This can be up to a maximum of 45 days in an academic year.

- These strategies could include:
- Discussion with the student
- Mentoring (adult support)
- Discussion with parents / carers
- Setting targets and agreeing an individual action plan
- Checking on any possible provocation
- Mediation
- Counselling
- Multi-agency support

Permanent Exclusion

A permanent exclusion is a very serious decision and the Headteacher will consult with a governor before enforcing it. As with a temporary exclusion, it will follow from a range of strategies and be seen as the last resort, or it will be in response to a very serious breach of school / college rules and policies, such as:

- Serious actual or threatened violence against another student or a member of staff
- Possession or use of an illegal drug on the school premises

- Carrying an offensive weapon
- Persistent deliberate bullying
- Racial harassment

The decision to exclude

- If the Headteacher decides to exclude a student he/she will:-
- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the student
- Contact the parents / carers, explain the decision and ask that the child be collected
- Send a letter to the parents confirming the reason for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the student's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- Plan how to address the student's needs on his/her return
- Plan a meeting with parents / carers and student on his/her return. An exclusion will not be enforced if doing so may put the safety of the student at risk.

Behaviour outside School

Students' behaviour outside school on school trips and sporting events is subject to the school's Positive Relationships, Behaviour and SEMH policy. Negative behaviour in such circumstances will be dealt with as if it had taken place in school.

Attendance Registers

The attendance register following exclusion of a student temporarily, he/she will be marked as absent using Code E.



Procedure for Appeal

If parents/carers wish to appeal against the decision for a fixed term exclusion, the matter will be referred to the governing body. Two governors, who were not involved in the initial decision to exclude, will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days. Records relating to the decision to exclude and the parents' complaint will be copied to all parties no later than two days prior to the hearing. In no circumstances however will the school or its staff be required to divulge to parents or others any confidential information on or the identities of students or others who have given information which has led to the exclusion or which the Headteacher has acquired during an investigation. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher, friend or representative from LCC SENDIASS, formerly parent partnership. Legal representation will not normally be appropriate. If possible the governors will resolve the parents' / carers' complaint without the need for further investigation.

Where further investigation is required, governors will decide how it should be carried out. After consideration of all the facts considered to be relevant, the governors will reach a decision on whether to uphold or rescind the exclusion or make other recommendations. This decision will be made within ten days of the hearing. Parents / carers will be informed in writing of the governors'

decision and the reasons for it. Their decision will be final. The governors' findings and any recommendations will be sent in writing to the parents, Headteacher and governing body.

Parents are entitled to appeal against a governing body's decision if it has upheld the Headteacher's decision to permanently exclude their child; even if they did not make a case to, or attend, the governors' meeting. This appeal will be heard by an Independent Review panel. Further details are outlined in the Department for Education Statutory Guidance, Exclusion from maintained schools, academies and PRUs in England, (Sept 2017).

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| Policy approved by Governors | September 2021 |
| Review Date | September 2022 |
| Signed: | |
|  (Chair of Governors) | Date: September 2022 |
|  (Headteacher) | Date: September 2022 |