**PORTAL HOUSE SCHOOL May 2018**

**EXCLUSION POLICY**

1. Aims and Objectives

1. To significantly reduce numbers of fixed term exclusions.
2. To coordinate the procedure for exclusions within the school’s Behaviour Policy (and behaviour management system).
3. To achieve consistency in the application of an exclusions policy across the whole school.
4. To operate internal exclusion as a viable alternative management tool to a fixed term exclusion.
5. To present the concept of “internal exclusion” to students as highly unattractive and a serious sanction.
6. To achieve a reasonable level of “buy-in” (to improved behaviour as a way of avoiding internal exclusion) through regular discussion with students (e.g. following a school/department assembly, Tutor and School Council time discussions).
7. To arrive at a situation where any form of exclusion has had a positive impact on individuals and groups.
8. To not confuse internal exclusion with the need for much shorter periods of “time out” (between 5 and 30 minutes) from one particular lesson or activity.

2. Exclusion process

1. There are only three types of exclusion: Internal Exclusion, Fixed Term Exclusion and Permanent Exclusion.
2. The final decision to exclude will be taken in every case by the Headteacher.
3. One or 2-day fixed term exclusions in the first instance and only up to 5 for extreme and persistent cases.
4. In exceptional cases, and only with cooperation from families, pupils suffering from an illness (e.g. of a mental nature) may be sent home to recover.
5. In equally exceptional cases, it may only be possible for a particular piece of work to be completed at home from disruption/interruption at school, again only with cooperation from parents.

3. Internal Exclusions

Internal exclusions are used as a short-term strategy to manage highly inappropriate behaviour and as a sanction for a serious breach of the school rules.

Triggers for Internal Exclusions

1. Serious unprovoked assault on another student or member of staff, which is not part of a physical restraint. This may require police intervention and/or fixed term exclusion in extreme cases.
2. Persistent disruption of lessons/failure to respond to series of preventative strategies.
3. Found in possession of potentially harmful or prohibited materials, substances, or weapons with the full intention of carrying out unlawful acts.
4. Significant damage to property (such as windows, damage to personal property, cars etc.

4. Specific application of “Internal Exclusion” within a designated school room/space

1. Headteacher to be informed in every case, and monitor consistency of application.
2. Overall management by Senior Management.
3. Supervision by assigned staff members on rolling basis with regular handover and reporting.
4. Excluding member of staff sets and marks schoolwork (in conjunction with subject leaders for that day’s timetable). Work may include elements of self-review, and/or problem-solving activities connected with the original incident.
5. Laminated copy of expected behaviour rules on display in the room.
6. Usually half day, or time limited, in the first instance.
7. Return to lessons at the start of the next appropriate a.m. or p.m. school session.
8. For whole days, a student would be collected from his taxi and escorted to a study room.
9. Supervised 1:1 in a study room with plenty of work to complete set by the subject teacher.

10.Study rooms are functional with minimal furniture and distraction.

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11. Contact with any other students is to be avoided if at all possible.

1. Report card kept and signed off by supervising staff throughout duration.
2. Monitoring input made by Headteacher or Deputy Headteacher at start, middle and end of day.
3. Satisfactory overall report leads to return to class next day (or a.m./p.m.). Less than satisfactory behaviour may lead to modifying the strategy to improve behaviour and may include slightly extending time on an ‘internal exclusion’.

5. Fixed Term Exclusions

Fixed term exclusions are only used as a sanction for extreme behaviour/behaviour that has crossed the threshold and warrants a more serious sanction than an internal exclusion.

Triggers for Fixed Term Exclusion

1. Physical assaults/calculated deliberate acts of violence.
2. Repeat behaviours following 2 or 3 internal exclusions (dependent upon the nature of the offence).
3. Serious incidents of damage – theft, drugs and alcohol related incidents, racism, sexual misconduct, bullying, verbal abuse and threatening behaviour.

Fixed term exclusions are usually for 1 – 5 days.

6. Permanent Exclusions

A permanent exclusion would only be considered after a lengthy discussion with SMT and the Chair of Governors. These exclusions are reserved for the most extreme offences that would have a seriously damaging effect on the life of the school, the well-being of others or seriously and persistently interfere with the teaching and learning in the school.

In most circumstances, the Headteacher would call an interim Annual Review and recommend that the student be provided with a different provision. Also at that meeting plans would be agreed as to how best to educate that student in the meantime.

Triggers for Permanent Exclusions

* Serious violence which creates fear and anxiety among staff or pupils
* Possession of an offensive weapon on the school site
* Dealing in drugs on the school site (see drug incident policy)
* Persistent defiance of school authority or disruption of teaching and learning
* Persistent bullying, harassment or abuse (as above)

7. Communication with parents

1. Parents/carers informed by telephone and all calls are logged about all forms of exclusion.
2. Parents/carers are also informed about fixed term exclusions by letter and work is sent home.
3. Reintegration interviews to take place with parents after all fixed term exclusions.
4. Parent/Carers informed following internal exclusions.

8. Communication with the Local Education Authority

All fixed term and if a permanent exclusion was considered, are reported to Kent County Council.

9. Communication with Governors

The Headteacher reports fixed term exclusion data to Governors termly through her Headteacher Report.

The Headteacher would first discuss the circumstances surrounding a possible permanent exclusion with the Chair or Vice Chair of Governors, before a final decision is made.

**Portal House School**

**Sea Street**

**St. Margaret’s at Cliffe**

**Dover**

**Kent CT15 6SS**

Policy: Exclusion Policy

This Policy has been approved by the Governing Body of Portal House School

Signed: …………………………………………………… (Chairman of Governors)

Date: ………………………………………………………

Signed: …………………………………………………… (Head Teacher)

Date: ………………………………………………………

Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_