



Policy Title:	Fixed Term Exclusion – Overview of Reasons		
Last Reviewed & Updated:	Dec 2019	Due for Review:	June 2021

Overarching Approach

Set within this document are the reasons for *Fixed Term Exclusion* and guidance on the days allocated per type and scale of incident. This document is an addition to the school's *Behaviour Policy*.

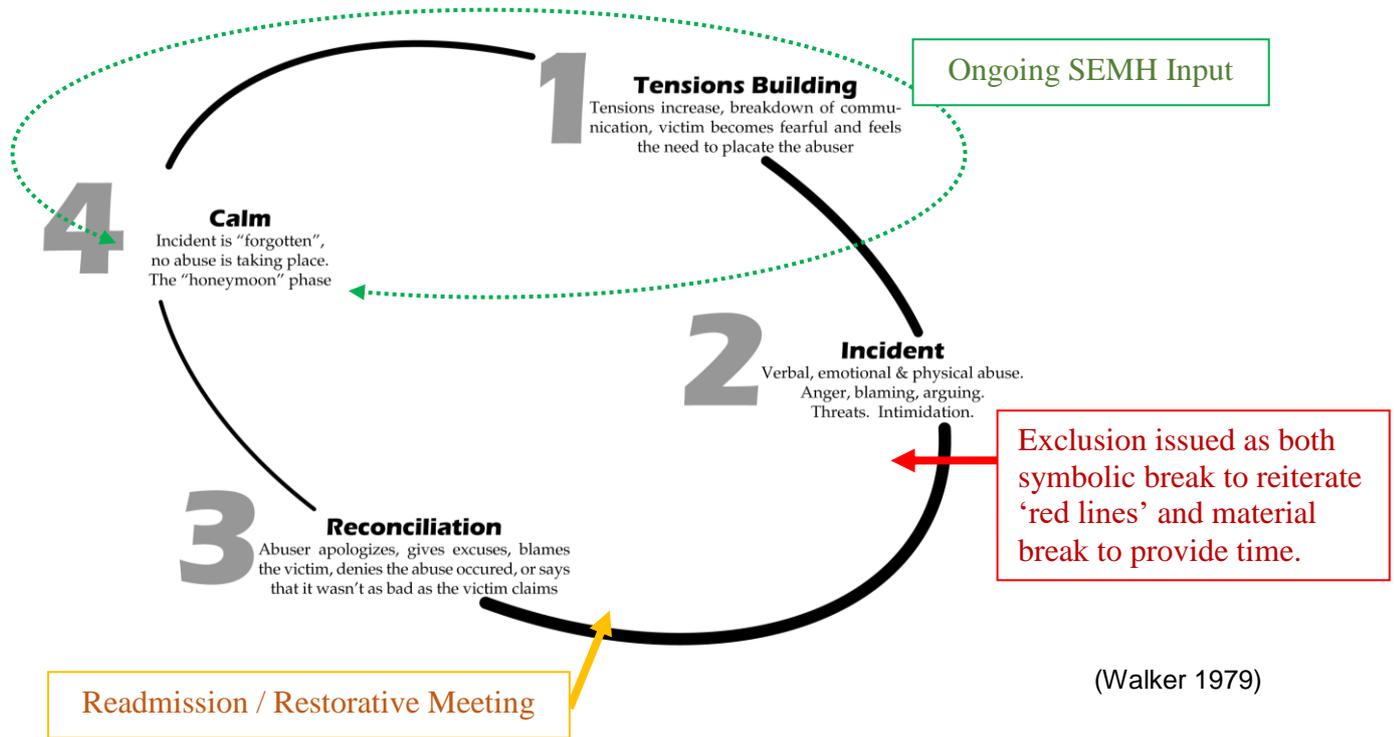
As part of its attachment-focused approach, Highfields seeks to avoid Fixed Term Exclusions wherever possible and has a 'rule of thumb' of no young person being out of contact with the school for more than two full days after the day of the incident. This is to maintain *relational proximity and continuity* – in plain English, this means keeping the young person in school and in relationship with our staff as much as possible.

On deciding to issue an exclusion, the Senior Leadership Team of Highfields will consider the incident alongside the following protective and risk factors:

Protective Factors	Risk Factors
<ul style="list-style-type: none"> • Will the exclusion assist in a 'cool off' period for the student? • Will the exclusion reduce immediate risk to other members of the school community? • Will the exclusion reduce the likelihood of the offence being repeated both by the individual/s concerned? • Will the exclusion reduce the likelihood of 'copycat' incidents from the wider peer group? • Will the exclusion assist in restoring a sense of trust and security amongst the school community? 	<ul style="list-style-type: none"> • Does the exclusion interrupt any aspects of their studies (such as an exam) which cannot be repeated at a later date? • Is there a heightened risk of the excluded student/s involved becoming involved in dangerous and/or anti-social behaviour when away from the school? • Is the student at risk of CSE? Would an exclusion increase this risk? • Has the student made attempt to 'make good' following the incident? Would an exclusion harm the restorative process?

Embedded within our approach to exclusions is the opportunity for young people to '*make good*'. Exclusions can be reduced and, where appropriate, rescinded if the young person shows commitment to repairing damage caused (relationally, materially). At times, even when the young person states the desire to 'make good', the school may still issue a Fixed Term Exclusion, albeit reduced, to avoid replicating 'Cycles of Abuse' (Walker, 1979).

Walker Cycles of Abuse overlaid with Highfields Action to Break the Cycles



Exclusions – Outline of Reasons

The table below provides descriptors of the nationally-agreed standard reasons for exclusion, one of which should be used to indicate the **main** reason for every fixed period and permanent exclusion issued by schools. Guidance from the *Department for Education* states that the 'other' category should be used sparingly and only in cases where the incident could not be described using one of the other categories.

The further detail suggesting what the descriptors cover and guidance on days should be used as a reference point only and is not intended to act as a rigid list of incidents that would justify exclusion in every case. The headteacher reserves the right to extend days in specific circumstances where there remains a danger to the school community that cannot be readily mitigated through internal structures and processes.

Nature of Incident	Guidance on Days
<p>Persistent disruptive behaviour</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Persistent disruption due to highly-agitated behaviour that cannot be readily de-escalated and is causing harm to the rest of the community ▪ Persistent, willful disruption ▪ Persistent, willful violation of school rules 	<p>0.5 / 1 unless 'made good'</p>
<p>Verbal abuse / threatening behaviour towards another community member</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Personalized, Directed Swearing ▪ Threatened violence ▪ Aggressive behaviour ▪ Homophobic abuse and harassment* (see Addendum 1) ▪ Intentional verbal intimidation* (see Addendum 1) ▪ Carrying an offensive weapon 	<p>0.5 / 1 unless 'made good'</p> <p>Standalone 0.5 / 1</p> <p>Repeated 2 - 2.5 inc. report to police</p>
<p>Physical assault against pupil</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Fighting (two parties mutually involved) ▪ Violent behaviour ▪ Obstruction and jostling ▪ Wounding 	<p>Standalone 0.5 / 1</p> <p>Repeated 2 - 2.5</p> <p>Reckless / Accidental Wounding 0.5 / 1</p> <p>Intentional 2 - 2.5 inc. report to police</p>

<p>Physical assault against adult</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Violent behaviour ▪ Wounding ▪ Obstruction and jostling 	<p>Reckless / Accidental Wounding 0.5 / 1</p> <p>Intentional 2 - 2.5 inc. report to police</p>
<p>Drug and alcohol related</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Smoking ▪ Under influence of drugs / alcohol (treated also as medical issue – parents/carers collect) ▪ Inappropriate use of prescribed drugs (treated also as medical issue – parents/carers collect) ▪ Possession of illegal drugs ▪ Drug dealing 	<p>0.5 / 1 inc. report to police and MOSAIC</p> <p>0.5 / 1 inc. report to police and MOSAIC</p> <p>2 - 2.5 inc. report to police and MOSAIC</p>
<p>Bullying</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Verbal bullying ▪ Physical bullying ▪ Homophobic bullying ▪ Racist bullying 	<p>Standalone 0.5 / 1 – can be reduced / rescinded if ‘made good’</p> <p>Repeated 2 - 2.5</p>
<p>Racist abuse</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Casual swearing / language that can be attributed to racist characteristics ▪ Racist taunting and harassment ▪ Derogatory racist statements ▪ Racist bullying ▪ Racist graffiti 	<p>0.5 / 1 – can be reduced / rescinded if ‘made good’</p> <p>2 - 2.5 inc. report to police</p>

<p>Theft</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Stealing school property ▪ Stealing personal property (pupil or adult) ▪ Stealing from local shops on a school outing ▪ Selling and dealing in stolen property 	<p>Returned / 'made good' 0 (rescinded) / 0.5 / 1</p> <p>Not returned / 'made good' 2 - 2.5 inc. report to police</p>
<p>Damage</p> <p>Includes damage to school or personal property belonging to any member of the school community:</p> <ul style="list-style-type: none"> ▪ Recklessness ▪ Vandalism ▪ Arson ▪ Graffiti 	<p>Reckless / Accidental Damage 0.5 / 1 – can be reduced / rescinded if 'made good'</p> <p>Intentional Damage 2 - 2.5 inc. report to police – can be reduced / rescinded if 'made good'</p>
<p>Sexual misconduct</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Casual swearing / language that can be attributed to sexist / sexualized characteristics ▪ Sexual abuse ▪ Sexual assault ▪ Sexual harassment ▪ Lewd behaviour ▪ Sexual bullying ▪ Sexual graffiti 	<p>0.5 / 1 – can be reduced / rescinded if 'made good'</p> <p>2 - 2.5 inc. report to police</p>
<p>Other</p> <p>Includes incidents which are not covered by the categories above, but this category should be used sparingly</p>	<p>Headteacher's Discretion, maintaining broad consistency with rest of guidance</p>

Partnership with Parents/Carers

Highfields values the role of parents/carers and recognises that exclusion can cause both additional stress and burden on the family in terms of arranging childcare.

With all fixed term exclusions, parents/carers will be notified at the time the exclusion is issued – by telephone, with a formal letter following in the post.

A student's return to school is typically started at the end of the exclusion with a *Readmission Meeting*. However, on issuing 2.5 days, if this runs before a weekend i.e. Weds, Thurs or Friday, it is recommended a readmission meeting is held at a point that breaks up a potential four days of consecutive absence.

Parent/carers have a right to query and appeal exclusion decisions and can do this initially through contacting a member of SLT.

Exclusions Follow-Up Work

Following an incident and issuing of exclusion, consideration will be given as to what reparative and preventative work can be undertaken to prevent reoccurrence. This may include:

- *Restorative Meetings* between the young person and affected community members.
- Review of educational package – either internally or via an *Education Planning Meeting / Placement Review Meeting* including outside agencies and partners.
- Update to the young person's *Risk Assessment*.
- Update to the young person's *Personal Development Plan* – including listening exercises with the young person involved.
- Creation / update of *Positive Handling Plan*.

Monitoring and Review

Exclusion data is collected on a daily and weekly basis as a school and on a 3 – 4 weekly basis in terms of individual monitoring – with a view to empowering the school to act constructively and proactively on any escalating trends.

Exclusion data is published in the Headteacher's Report every term to ensure policy and practice remains strong, safe and transparent in this area.

The policy is scheduled to be reviewed every two years by the school's Senior Leadership Team but can be reviewed earlier in light on any emerging trends, new guidance or research. This current version was reviewed earlier as a result of the school adopting an attachment-focused approach.

The previous version can be viewed here:

<http://www.hip.stockport.sch.uk/wp-content/uploads/2019/11/Exclusion-Overview-of-Reasons-and-Guidance-Sept-2018.pdf>

Addendum

1. Under the statements of **Homophobic abuse and harassment and Intentional verbal intimidation**. This includes a directed verbal attack on any member of our community using language that is intended to personally insult or incite negative discussions. This may include from a list that is not exhaustive, personal comments about appearances including size, shape etc., may also include derogative terminology for paedophile references etc. This information should always be recorded and reported in person to the Behaviour Leadership Team including information on warnings issued whereupon a decision will be made in reference to behaviour policy and exclusion guidance.

At Highfields we firmly believe that all of our community should be protected from directed personal abuse and use the guidance of our behaviour policy and ultimately exclusion guidance policy.