



Five Acres High School Behaviour & Exclusion Policy (Including uniform)

Approval and review

This policy is the responsibility of: Headteacher

This policy was approved by the Local Governing Body on: 6 October 2020

The policy was reviewed by the Headteacher and the consequences of failure to have the correct equipment (page 13) were revised. The amended policy was approved by the Chair of the Governing Body on 28 June 2021

This Behaviour and Exclusions Policy applies to Five Acres High School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This policy is subject to the GLT Student Welfare Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Student Welfare Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

“No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and students will have disruption free classrooms in which they can learn.”

On a lesson by lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be isolated from their peers for a period of one working day so that the learning of others is not disrupted.

Conduct in lessons

Line up quietly outside the classroom prior to the start of the lesson.

Students will not line up outside of the classrooms due to limited space; they will be asked to enter the room as they arrive and stand behind their chairs. The only exception will be in the rooms where there is a safety concern (Science and Technology).

- Enter, stand silently behind their desks and be seated when invited to by the member of staff leading the lesson.
- Sit silently whilst the register is taken.
- Listen in silence whilst the member of staff leading the lesson speaks.
- Raise their hand to ask a question without calling out.
- Work exceptionally hard without disrupting any other student learning.

If a student fails to meet any of these simple expectations their name will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. The second time during a lesson that a student fails to meet these expectations they will be sent to an isolation room (APSC) for a period of one working day. Failure or refusal to go to the isolation room will result in an extended period being served in the APSC and a parental meeting.

During the reintegration of school the APSC will be arranged into year group bubbles and where possible will operate as normal – the capacity may be reduced and in times when numbers exceed this, we will open a second room.

If a student is sent to isolation, the member of staff who sent the student out will meet with the student at the end of the day for a ‘Restorative Conversation’ where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students sent to isolation will be required to remain in school until 3.20pm that day (*Unless bus- time is earlier*).

Conduct in school generally

All students are expected to take responsibility for their actions and their choices at all times. For a serious breach of our code of conduct a student will always be fixed term excluded if they:

- Swear at a member of staff (even under their breath).
- Defy a member of staff by walking off when being spoken to/reprimanded.
- Physically attack another student.

Students will still be eligible for FTEs during this period, however, this may now include those who endanger the safety of others (staff and students) by refusing to follow the guidance for Covid-19 and social distancing.

Mobile Communication Devices (Phones/Tablets)

These devices are not banned from school as we recognize that they may be needed for the journey to and from school each day. Having arrived on the school premises however, all phones and devices will need to be switched off and kept out of sight in the student's school bag (not in a pocket), together with any headphones.

- If a phone/tablet is seen during lesson time or around the school, it will be confiscated and parents/carers will be asked to collect it from the main school reception at the end of the day.
- The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags during the school day.
- If a student refuses to hand their phone over, they will be sent to isolation for a period of one working day
- Refusal to go to isolation will result in an extended period in the APSC and a parental meeting.

Smoking

No student will smoke on the Five Acres High School grounds or when dressed in the uniform of our school. If a student smokes or chooses to associate with smokers the consequences will be as outlined below:

- Smoking/associating with smokers/ being found in the possession of smoking paraphernalia will lead to a 3-day referral for the APSC
- Refusal to hand over smoking paraphernalia when asked by the Headteacher will lead to a fixed term exclusion
- All tobacco and related paraphernalia will be destroyed [*Note: 'Smoking' is defined to include any tobacco based products and also e-cigarettes and vaping products*]

“Lines in the Sand”

There are some lines that we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from our school. An indicative but non-exhaustive list would include:

- Swearing at the Headteacher.
- Bringing recreational drugs into school
- A weapon of any sort including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons
- A physical assault of a member of staff

Behaviour in corridors and around the site

During transitions between lessons (going from one lesson to another) students will act appropriately, that means no running through the corridors or loitering in corridors. To avoid congestion, we say to all students ***‘Keep Left, Keep Going, Get There’***

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence.

During social times students are expected to do the following:

1. To sit/stand with their friends before school, break, lunch and after school in the designated duty areas of the school. (The main playground, the Hub, the 10-Block, the canteen or the Library for quiet study)
2. Food is to be eaten in the designated areas only; such as the canteen.

There will be limited movement around school by the students to ensure social distancing. Any movement around school will be controlled using a one-way system. Students will be expected to follow all instructions and make every effort to socially distance. Failure to do so, will result in the student either being kept indoors during social times, sent to the APSC or sent home.

The journey to and from school:

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our new school.

Students are expected to:

1. To arrive at school and leave school in full uniform (students are not permitted to wear hoodies).
2. To use the traffic lights crossings where possible to cross the road safely.

3. To use the cycle lanes/pedestrian zones safely.
4. To take any litter home and dispose of it properly.
5. To respect our neighbours and all local residents.

Students will be given separate entrances and exits for each year group. Student transport to and from school will be the parents/guardians responsibility and should take into account the latest government advice and information from the bus companies.

Students who have an Educational Health Care Plan

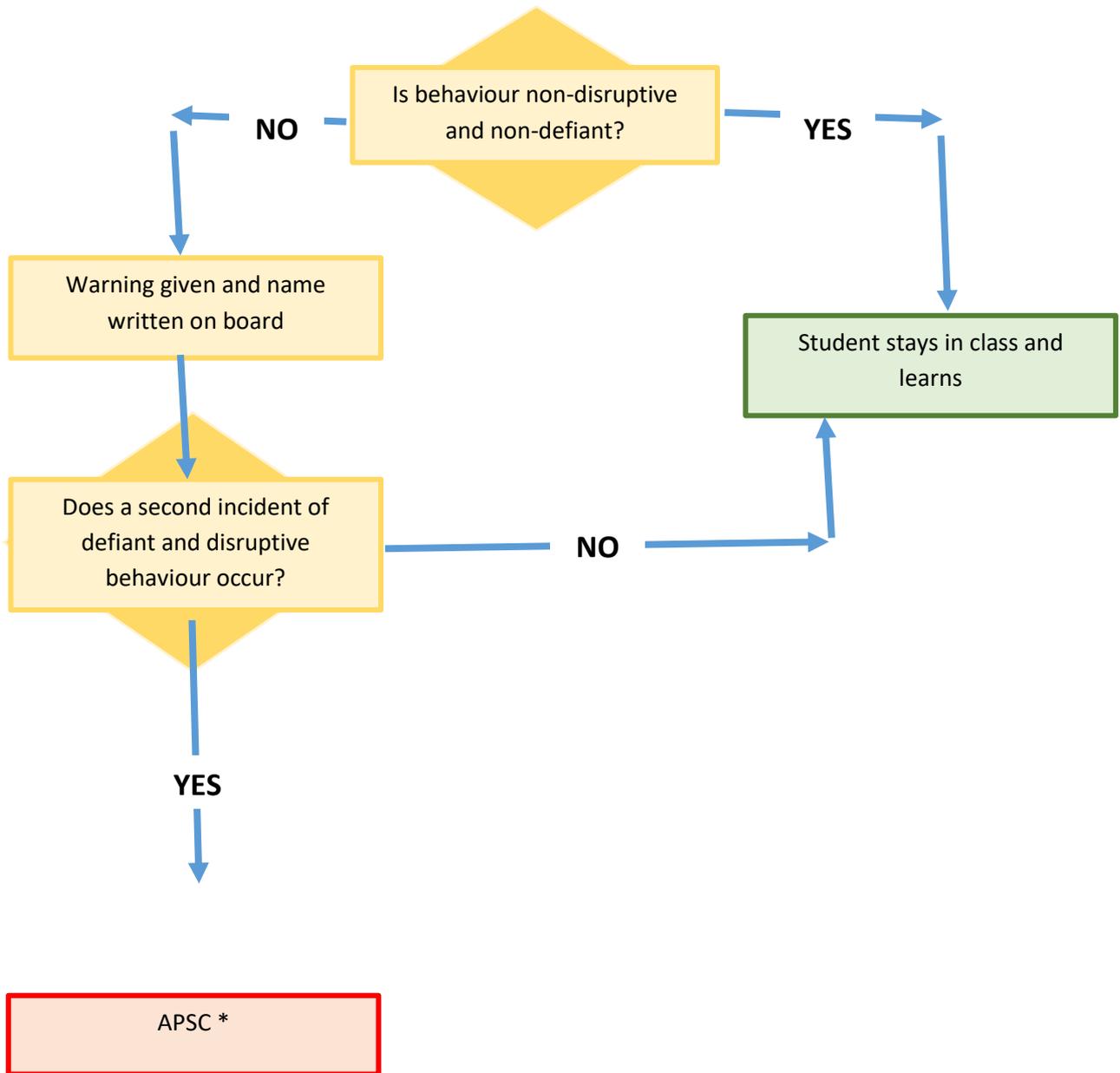
Students who have an Educational Health Care Plan or an identified additional need (s) will also be expected to follow the behaviour policy.

However, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Individual Support Plan (ISP).

Staff can refer to the SEND register and individual support plans (ISP) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SEND Coordinator.

During the reintegration of school, any student sent to the APSC who has an EHCP, will immediately be referred to the SENDCO.

Behaviour Management Binary Flowchart



*Those students who have an Educational Health Care Plan or identified additional need will attend the Learning Support Base.

What Happens next?

There are a number of things that will happen once a student has been sent to the Alternate Provision Support Centre (APSC). The following is a simplified version of the binary behaviour process:

1. The student arrives at isolation:
 - The student hands over their mobile phone.
 - The student is given work to complete.
 - At the end of the day the student is expected to engage in a restorative conversation with the teacher who sent them to the APSC.
 - The student remains in isolation the next day until the time they were sent out of lessons (e.g. sent out lesson 3 remain isolated until the end of lesson 3 the following day).
 - The APSC manager will complete the daily monitoring card for each and every student who is sent to the APSC. At the end of their 24-hour period, this card is given to the students' HOY who will decide if the isolated period is successfully completed.
 - If the student does not engage with any of the above expectations they will be given a further sanction; this could include a second day in the APSC or a Fixed Term Exclusion (FTE).
2. Parents will be contacted by text from the APSC Manager to inform them their child has been isolated:
 - The APSC will email the teacher concerned to remind them to attend the restorative conversation and contact home.
 - The teacher will have a restorative conversation with the student.
 - The teacher will then contact home to explain/discuss the incident.
 - Refer to FAQs for further information about this stage.
3. If the student receives, **three isolations in the APSC** (or 1 FTE), they will be placed on Stage 2 of the Behaviour model.
 - Parents will be contacted informing them of this and invited to attend a meeting with the tutor and HOY – students will remain in the APSC until a meeting date has been made.
 - In this meeting the tutor (or HOY) will complete a behaviour plan for that individual student.
 - The student and parent questionnaires will be completed and shared with the SENDCo, SG team and SLT.
 - Additional support will be offered at this time – overseen by the tutor/HOY.
4. If a student receives, **six isolations in the APSC** (or 2 FTEs), they will be placed on Stage 3 of the Behaviour model
 - The student will undertake a 3-day period of isolation in the APSC before returning to class.
 - Parents will be contacted and asked to attend a meeting with the HOY.
 - In this meeting the HOY will complete a behaviour contract with the student and parent(s).

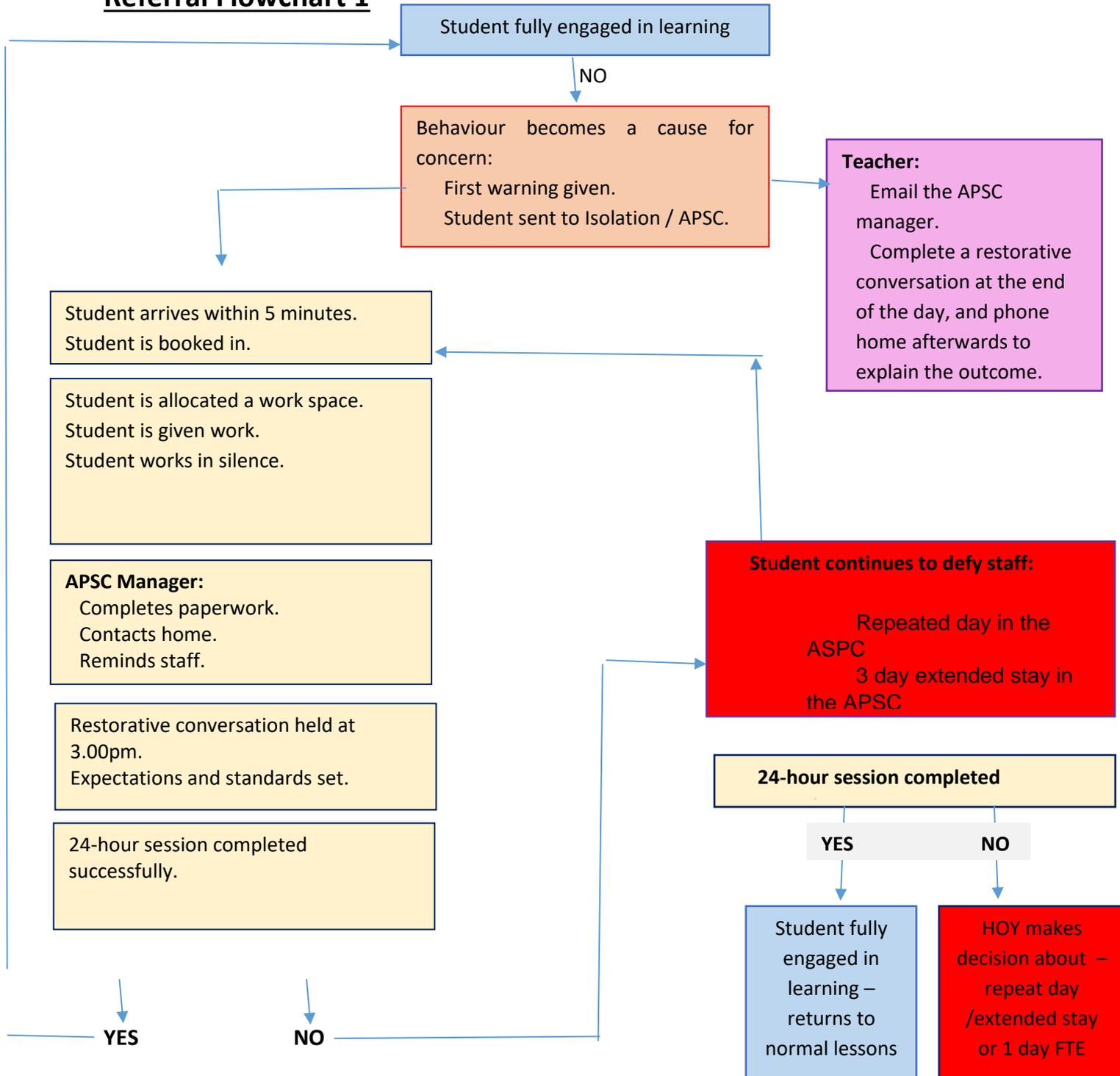
5. If a student receives, **nine isolations in the APSC** (or 3 FTEs), they will be placed on Stage 4 of the Behaviour model
- The student will receive a one-day fixed term exclusion.
 - Parents will be contacted and asked to attend a meeting with HOY.
 - In this meeting the HOY will complete and intervention plan with a student-centred professional panel setup.
 - Additional support will be offered at this time – overseen by the HOY.
6. If a student receives, **twelve isolations in the APSC** (or 4 FTEs), they will be placed on Stage 5 of the behaviour model
- The student will receive a FTE of an extended period
- Parents will be contacted and asked to attend a meeting with SLT and the OSP Manager
- At this point a decision will be made whether to offer a place in the on-site provision (OSP) facility or to trigger a managed move or permanent exclusion.
- The OSP place will be dependent on the signing of an OSP contract and the place will last for 6 weeks.
- The OSP will run on a separate timetable from the mainstream school.

Behaviour model and the support programmes available

For a student to be placed onto the behaviour model they will have had 3 APSC visits or be regularly in detention for the same reason:

Stage 2	Who/When?
Behaviour Plan – option of a monitoring report, change of seating plan, self-referral to Early Help, School Nurse, short-term rewards initiative.	Tutor (HOY) after 3 APSC / 1 FTE Class teacher – 3 detentions for the same reason
Stage 3	Who/When?
Behaviour Contract – mentoring, SENCO assessment, EH assessment, lesson monitoring by HOY, reasonable adjustment application.	HOY after 6 APSC / 2 FTEs Subject leader – 6 detentions for the same reason
Stage 4	Who/When?
Intervention Plan – professional panel meeting, PSP report, EH mentoring, SENCO referral for Ed Psych, EHCP application, EH referral for a MARF, access to TIC, use of the Youth offending team or further Intensive support (CAMHS).	HOY after 9 APSC / 3 FTEs
Stage 5	Who/When?
OSP contract – managed move / reduced timetable / 6 week place in the Onsite Provision (OSP) or referral into specialist support (social care).	SLT after 12 APSC / 4 FTEs

Referral Flowchart 1



Five Acres Detention System:

As a school, we are departing from issuing traditional break or lunchtime detentions. In their place will be a standard after school detention from 3:00 – 4:00 Monday – Thursday. This will be centrally supervised by a rota of staff and the Senior Team. They will be issued for either missed or insufficient homework, for being late to school in the mornings and for failing to have the necessary equipment for learning which includes a book to read each day.

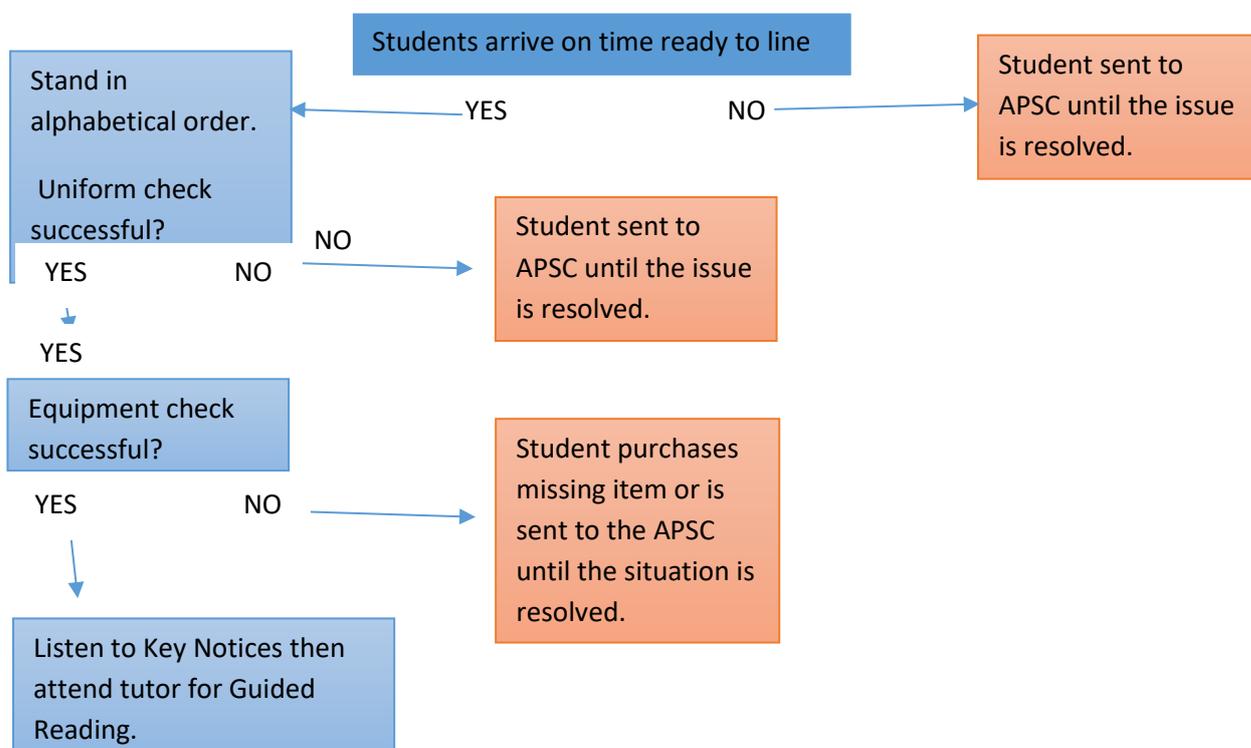
In keeping with our legal guideline, parents / guardians will be given at least 24 hours' notice of an after-school detention so that transport arrangements can be made.

Students who fail to attend their after-school detention will be referred to the APSC for 24 hours. Please note that detentions are NOT negotiable.

Morning Line-Up Procedures:

To start each school day well is essential. Students are expected to be in school by 08:20 each morning so that they are ready to begin the day. The first morning bell will sound at 08:25 which allows all students have get to their line up stations by **08:30**. The Line Up gives tutors a chance to check uniform and equipment and students will not be allowed into lessons until the situation is resolved. Equipment missing or uniform incorrect will be recorded by the tutor and students will receive a warning. On the third occasion the tutor will issue a detention.

Please see the flow chart below for the sequence of events



The Five Acres High School Rewards:

Positive motivation lies at the heart of effective education and our system in school is designed to recognise and celebrate effort, achievement and success at all times.

The Purpose:

- To motivate and encourage students.
- To recognize achievement.
- To foster a healthy atmosphere of competition between individuals and year groups.
- To promote a culture of achievement and hard work.
- To underpin and promote the characteristics of being a successful learner.

The system:

Students will be praised through positive post cards which will be sent home by their teachers. The reason for this post card can be for positive attendance, excellent work or homework or other contributions to the wider school life.

The System – Attendance:

High levels of attendance at Five Acres High School and improved attendance will be rewarded in the following ways:

- 100% attendance for the term (6 * per year).
- Students with 100% attendance for the term will be entered into a prize-draw and the winning student will receive vouchers for treats such as the cinema.
- Students with 100% attendance for each half term will also receive a letter home from their Head of Year and a certificate.
- Students with 100% attendance to date for a full term, will receive a letter home from Deputy Head and a certificate.
- At the end of each full term, the student with the most improved attendance will also receive a certificate of achievement from Head of Year.
- Each week, students in either the form with the top attendance for that week or most improved attendance for that week (alternates each half term) will be rewarded with a small bag of sweets.

Staff Responsibilities:

- To reward students regularly and consistently by using the system outlined above.
- Log rewards though SIMS when given.
- To inform your tutor group each week of the current status for rewards and attendance.
- To celebrate success and publicise achievements with Head of Year and where appropriate through the School Newsletter.

Head of Year Responsibilities:

- To issue certificates/letters and rewards when students reach set milestones.
- To celebrate student success through notice boards/big screen and assemblies every fortnight.
- To foster culture of competition between tutor groups/year group.

Senior Leaders/Governor Responsibilities:

- To issue certificates/letters and rewards when students reach set milestones.
- To celebrate student success through assemblies and celebration events.

Student Responsibilities:

- To be aware of their current level of rewards and to know which milestone they are aiming for.

UNIFORM

For all students the uniform is:

- A school blazer and school tie.
- Plain white work-style shirt or blouse – long- or short-sleeved.
- Either tailored black trousers, or the school skirt (only the skirt approved by the school and provided by our uniform supplier). Trousers should be plain black and tailored. No “fashion” extremes will be tolerated (tight, stretchy, low rise, chinos, jeans, drainpipe, Miss Sixty, linen, leggings or cropped).
- Plain black shoes – these should be of a material that can be polished. No canvas shoes, suede shoes or trainers.
- A v-necked jumper can be purchased from our uniform suppliers. This is optional and can be worn under the blazer, but not instead of a blazer.
- Plain black socks. Tights should be plain black and not patterned.
- During cold/wet weather, students are encouraged to wear an outside, waterproof coat for the journey to and from school and during break time and lunchtime. Please note that denim / leather jackets and hoodies are NOT permitted.

Uniform can only be purchased directly from the supplier

PE Kit

Five Acres High School PE Kit consists of a Five Acres branded sports top and branded shorts and/or skirt. Plain black PE socks may be purchased from the school also, or from any other supplier, but they must be plain black.

Optional items include a Five Acres branded fleece and branded tracksuit bottoms (boys) or branded leggings (girls). Only these branded items are acceptable, approved by the school and available through our uniform supplier.

During Covid-19 we will following the same expectations as below – due to the possibility of students having had to make alternative provision for haircuts during the lockdown, some hairstyles may fall outside of our normal tolerances. Where this is the case communication with home will be made by the teacher i/c who will endeavour to solve the situation and where possible keep the student in school.

The following expectations apply to all students:

Jewellery:

The only jewellery which is acceptable is a wrist watch and one pair of small plain gold or silver stud earrings worn in the earlobes. Any other form of jewellery is not allowed. Five Acres High School does not allow facial piercings of any kind, including transparent piercing retainers. Students will be asked to remove any other piercings if they are visible. Failure to do so will result in the student spending the day in the APSC.

Hair:

No extreme hairstyle or dyed hair is allowed, including dip-dyed. This includes tramlines, Mohican or skinhead-type styles. Students arriving in school with an unacceptable hairstyle will be given a short time frame to correct the hairstyle, failure to do so will result in the student being sent to the APSC until the issue is sorted. Male and female students with long hair must tie it back for PE, Technology and Science lessons.

Make-Up:

No make-up of any kind should be worn by students. This includes foundation, lipstick, lip-gloss, mascara, blusher, eye shadow, eyeliner, brow liner and nail varnish (including false nails and false eyelashes). Students arriving in school wearing makeup, nail varnish or false nails will be asked to remove it. Failure to do so will result in the student being sent to the APSC.

Aerosols:

For health and safety reasons, aerosols (including but not limited to deodorants, hairsprays, body sprays and aftershaves) are not to be used in school.

Equipment (Stationary, Planner and Reading Book):

All students are expected to carry their basic stationary in a clear pencil case (examination approved) and for the stationary to include as a minimum; 30cm ruler, pen, pencil, eraser, sharpener, 360 protractor, compass and a calculator (Casio Fx-83Gt). Students should present the equipment every morning during roll call or TTRP for inspection, failure to have the correct equipment disrupts lessons.

Students who are missing equipment will be asked to attend APSC until

- Parent/carer has agreed that cash will be brought to school Reception the next morning (we will send a text notification which will require a response by phone)
- the items have been purchased directly from the school shop
- items have been brought in from home to school Reception.

Failure to be equipped is an equipment strike; 3 strikes = an after-school detention. All students should always have their planner and current Knowledge Organiser with them, this is also part of the above minimum expectation. Finally, students are required to read every afternoon (DEAR time) and be in possession of a reading book – failure to have a suitable book = an after-school detention. Students may borrow a book from the school library, but this must be sorted before arriving at DEAR time.

EXCLUSIONS

At Five Acres High School we believe that learning is the most important reason for being in school and that opportunity to Learn must be protected at all times. An exclusion from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to exclude for either a fixed-term or in rare cases, permanently, is not taken lightly. **Reasonable adjustments are considered before a Child In Care or a child with an EHCP receives an exclusion. The DSL / Designated Teacher are consulted and their advice sought before a decision is taken.** The following offers a more detailed outline of how the process works:

Section 1 – Guidance Framework

1a) The Five Acres High School policy is written in line with the DFE Guidance on Exclusions.

Section 2 – Links to other policies

2a) This policy for exclusions should be considered within the context of this Behaviour Policy. Other Policies to be considered: Anti-Bullying, Safeguarding, SEND.

Section 3 – Principles

3a) The School is a learning institution which aims to provide life chances for all of its students. We view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.

3b) We recognise the detrimental impact of exclusion on both the education and well-being of students and their families. We also recognise the impact of social exclusion which can result from the permanent exclusion of a student and will try hard to avoid it.

3c) Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.

3d) We take account of the Equality Act and of our duty not to discriminate against students for any reason.

3e) We also take account of our statutory duties in relation to SEND / CIC

3f) We aim to involve parents as early as possible in any process.

Section 4 – The decision to exclude

4a) The decision to exclude is made solely by the Headteacher, or the Deputy Headteacher acting on the Headteacher's behalf.

4b) There are five circumstances where a student may be required to leave the School site with the authorisation of the Headteacher:

- 1) Where a decision has been made to exclude.
- 2) Where a student has committed a serious criminal offence outside the jurisdiction of the School and it is determined by the Headteacher that it is in the interests of the community for the student to be educated offsite. This is not an exclusion.
- 3) Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not an exclusion.
- 4) If a student is given permission by the Headteacher to leave the premises briefly to remedy a breach of the School rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an exclusion but an authorised absence.
- 5) Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not an exclusion but an unauthorised absence in the first instance but could lead to exclusion following a full investigation.

4c) The decision to exclude a student is not taken lightly and the Headteacher will:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations.
- Allow and encourage the student to give their version of events.
- Keep a written record of the actions taken including the signed statements of witnesses.
- Be confident that the procedures detailed later in this policy have been carried out.
- Ensure S.E.N. expert advice has been taken into account where appropriate.
- Ensure that parents have been kept informed throughout the process and consulted where appropriate.

4d) The burden of proof applied when deciding to exclude is done on the 'balance of probabilities'. This is where the evidence goes 'beyond reasonable doubt' that something happened. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

4e) Exclusion will not be used as a consequence for the following:

- 1) Minor incidents such as a failure to complete homework.
- 2) Poor academic performance.
- 3) Lateness or truancy.
- 4) Breaches of school rules on uniform or appearance except where these are persistent or in open defiance of such rules.
- 5) Pregnancy.
- 6) As a punishment for the behaviour of their parent / carer.

4f) Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection.

Section 5 – Fixed Term Exclusion

- **Level 1 (up to 5 days in one term)**
- **Level 2 (more than 5 days and up to 15 days in one term)**

5a) The decision to exclude a student for a fixed-term may be taken in response to breaches of the school's Behaviour Policy.

5b) Examples of behaviour that **may** lead to a fixed-term exclusion include the following:

- Verbal abuse of staff or students.
- Physical abuse of staff or students.
- Indecent behaviour.
- Damage to property.
- Misuse of illegal drugs or other substances.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Carrying and / or supplying an illegal substance.
- Carrying an offensive weapon* or a banned item.
- Arson.
- Persistent poor behaviour contrary to acceptable behaviour outlined in the School's Behaviour Policy.
- Bullying, including cyber-bullying.

(a weapon is defined as any item made or adapted for causing injury)*

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that exclusion is an appropriate sanction. Where a student is suspected of carrying an offensive weapon or misusing / carrying / supplying an illegal substance or being part of a group involved in such activity but the evidence is not sufficient they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of exclusion.

5c) The Headteacher may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

5d) For an exclusion that is permanent or would mean a student being excluded for more than 5 school days in a term, missing 10 lunchtimes or missing a public exam, the Headteacher must without delay notify the following by an email:

- The Clerk to the LGB, copied to the Chair of the LGB and Chair of the Board of Trustees, giving the duration of and reasons for the exclusion; and the requirements for the LGB to consider the exclusion.
- The LA, giving the duration of and reasons for the exclusion; and for a permanent exclusion, the student's home LA if different.

For an exclusion that does not bring the total to more than 5 school days in a term and the parent has made representations, the Headteacher must without delay notify by email the Clerk to the LGB copied to the Chair of the LGB.

5e) During a fixed term exclusion of 5 or fewer days, work will be set by the School for the student to complete at home. This work should be returned completed at the end of the exclusion for marking.

5f) For an exclusion of longer than 5 days, the School will arrange fulltime educational provision from the sixth day of exclusion.

5g) Before the end of any fixed-term exclusion, parents / carers will be invited to attend a reintegration/re-admittance meeting at the school with their son/daughter in full school uniform. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The School will consider all further support needed to help the student, including referral to external agencies if appropriate. The student will also spend a period of time on report to support their reintegration.

5h) During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

5i) Whilst each exclusion is treated on its own merit we do operate a tariff for exclusions in most cases. A first exclusion is likely to be for a period of 1 or 2 days. The number of days will increase if a student receives further exclusions. Once a student has received four exclusions the length of the exclusion is likely to be for 4 days and the re-instatement meeting will be with the Deputy Head. Such a student is deemed to be in serious danger of permanent exclusion. A fifth exclusion would normally be for a period of 5 days and would bring with it a final warning from the Headteacher who will lead the reintegration meeting. This means that a further exclusion would be permanent. There are of course exceptions to this process depending on the nature and seriousness of the incident for which the student is being excluded.

Section 6 – Permanent Exclusion (Level 3 Exclusion)

6a) Permanent exclusion is an extremely rare sanction at the School and always avoided wherever possible. The decision to permanently exclude is taken only:

- (1) in response to serious breaches of the School's behaviour policy and
- (2) if allowing the student to remain would seriously harm the education or welfare of that student or others at the School.

6b) A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the Academy has exhausted all available strategies for dealing with the student and is a last resort.

6c) There may be exceptional circumstances where, in the judgement of the Headteacher it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or member of staff.
- b) Sexual abuse or assault.
- c) Serious bullying including cyber-bullying.
- d) Being in possession of an illegal substance and / or supplying an illegal substance.
- e) Carrying an offensive weapon.

Again this is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

6d) The School operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies and the Student Planner.

6e) Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance on site will be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion.

The Headteacher will meet with the parents and student before reaching a decision to permanently exclude a student. Under normal circumstances, a student will be excluded for a fixed-term before the decision is made to permanently exclude.

Section 7 – Governors Exclusions Committee

7a) The Governors have the responsibility for reviewing decisions made in relation to exclusions. Level 2 or Level 3 exclusions will involve governors as part of the process. Level 1 exclusions will be monitored and reviewed throughout the year.

7b) The Exclusions Committee of the Governing Body will automatically review any exclusion which results in a student being excluded for more than 15 school days in any one term, and any permanent exclusion.

7c) Parents / carers have the right to make representations to the governing body about a decision to exclude, and where an exclusion would mean a student being excluded for more than 5 school days in a term they may request reinstatement of the student. The representations should be made in writing and should set out the question(s) which they wish the committee to consider.' *See DfE Guidance (2017) for full details.*

The Committee may decline to reinstate the student; or direct reinstatement of the student immediately or on a particular date.

The parent / carer will be informed of the committee's decision writing, with reasons.

If the exclusion is upheld, the parent /carer has the right to ask for a review by an Independent Review Panel - by writing to the Clerk to the LGB c/o the school within 15 school days.

Section 8 – Behaviour outside the school gates

9a) Our exclusion and behaviour policy covers behaviour not only within school but outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- Taking part in any school-organised or school-related activity, or travelling to or from school and wearing our school uniform, or in some other way identifiable as a Five Acres High School Student.

Or for behaviour which at any time;

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another student or member of the public, or could adversely affect the reputation of the school.