

John Flamsteed Community School

Behaviour and Exclusion Policy



Updated: March 2017

Review Date: March 2019

John Flamsteed Community School Behaviour Statement and Policy

This policy must be read in conjunction with our rewards policy.

At John Flamsteed we work together to:

- Provide a stimulating and exciting learning environment for all in a safe, small school setting
- Value and encourage the achievement of each individual.
- Live by a set of values which promote mutual respect between staff and students
- Develop key skills in literacy, numeracy and ICT
- Build relationships with the parents and community

The Governing Body believes our behaviour policy enables the realisation of our school aims and through working towards an Outstanding assessment by Ofsted for, 'Personal Development and Welfare,' the school aims to create a safe, secure, inclusively caring environment and an ethos conducive to effective learning for all members of our school community. In addition, through the following *general* principles it promotes and encourages:

- all members of our school community to be accountable for their behaviour, recognising and respecting the rights of others, with positive relationships based on mutual respect as laid out in the school's community code.
- a culture of praise and encouragement in which all students can achieve
- early intervention and support as appropriate
- a consistency of response to both positive and negative behaviours. Whilst staff should always use their professional judgement when dealing with behaviours there are suggestions for appropriate actions and an interventions flow chart outlined in Appendix 1.
- equality and fairness of treatment for all, as this policy supports and is supported by other school policies especially those regarding: Exclusion, Bullying, Special Educational Needs, Safe Guarding, Equal Opportunities, Drugs, Teaching & Learning, Physical Intervention and Tackling Extremism and Radicalisation.
- this policy will apply at all times when students are on site, are taking part in off-site school led activities or are travelling to and from school.

Behaviour Management Principles and Strategies

- The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff. The routines at the start at end of each lesson and the use of accelerated learning (Appendix 2) by teachers gives clear structure and routine to each lesson.
- Desired behaviour can be taught and learnt.
- Behaviour improves with increased expectations. If students realise that guidelines are applied consistently by all staff improvements in general behaviour across the school will be achieved.
- All staff model positive behaviour and promote the positive behaviour of students. (Staff handbook contains teachers' standards). Good behaviour is rewarded and inappropriate behaviours challenged with any sanctions applied in a fair and consistent manner.
- An understanding that behaviour should be considered separately from the person
- All members of the school community show consideration towards the learning needs of each individual and support the school as a learning community and promote the British values of peace, tolerance and respect.
- Our success in managing behaviour should not be judged by the absence of problems but how we deal with them.
- Good behaviour should be planned for (outlined in the staff handbook).

Roles and responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

The Governors will support the school in maintaining high standards of desired behaviour of students and staff. The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed. Governors also realise their responsibility in supporting the staff of the school in their actions to maintain a safe, secure and purposeful environment. In particular Governors would expect: -

- a) Authorised staff to be appropriately briefed in how to carry out a search should, one be deemed appropriate.
- b) All staff briefed in the acceptable use of force as indicated below

In the event of a complaint being made against a member of staff with respect to excessive force the Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Should concerns be raised regarding the possibility of students in school being in possession of any of the following prohibited items the Headteacher and authorised staff are allowed to request students empty/show staff the contents of their bags/clothing. Should this be refused by a student involvement of parents and or police maybe sort.

- Knives and weapons
- Alcohol
- Illegal drugs & drugs as defined in our Drugs Policy.
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes and associated cartomizers, vaporizers and associated e liquid.
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Parents do not have to be informed before a search is undertaken.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. Should the need arise, school staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. An example of when this may occur would be for staff to physically separate students found physically assaulting each other or that if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed. Reasonable adjustments would be made for disabled pupils and pupils with special educational needs (SEN). Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Staff must also be aware and report behaviours which may be the result of radicalisation or holding extremist views. This must be reported as a safeguarding concern to the appropriate member of staff.

They should annually outline the school's Respect Code and student's classroom expectations (Appendix 3), and ensure the home school agreement is signed in the student planner by all parties.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. Some students may display behaviours as a result of mental health issues, for example Self Harm. Such behaviours will be dealt with sensitively with parents/carers being informed of school concerns.

Mobile Phones and other electronic devices

The school policy is clear on these devices and any associated wiring. They are not permitted into school and will be confiscated if seen.

Confiscation, in the case of a mobile phone, other electronic device or headphones, will, under normal circumstances, be made available for the parent to collect at the end of the school day.

Creating a positive learning environment.

Staff and students alike are expected to adhere to behaviour code and expectations. This is to establish an environment which ensures safety for all our community, engenders achievement and learning gains, and caters for individual needs. We recognise that some students experience difficulties and we will do all we can to support them but every student is expected to do their very best. We must remember that we are dealing with young people who will, from time to time, misbehave: what we must never do is see them as being incapable of improvement. Through our high expectations of our students we are placing demands upon them in their approaches to work, relationships, and behaviours. These demands must be challenged; we owe it to our students to have high expectations and it is ultimately contemptuous of young people for us not to be prepared to make demands of them.

Students will follow our Respect Code and promote British Values (which we define as peace, tolerance and respect) are expected to permeate the climate of the school and the modus operandi for all of our community all of the time. We recognise and reward this alongside many other positive behaviours, accomplishments and achievements as outlined in the Rewards Policy. However, when things do go wrong, students must experience a consistent and fair response to enable them to modify their behaviour in the future. Staff should follow the guidelines in the staff handbook as an immediate response to an incident:

Some discipline strategies which staff could use to modify behaviours by staff in different roles are outlined below. Whilst, the school's Exclusion Policy which forms part of this policy and can be found in Appendix 5.

Tutor or classroom teacher: Seating plan, verbal warnings, positive behavior reinforcement, detentions, contact home.

Head of Department or Head of Year: Group move, HoD supervision, subject report, parental contact or meetings, Department or pastoral detentions, PSP or behavior contract - subject specific or general, solution circle meeting, request for agency support.

SLT: referral to agency for support, alternative school respite, internal or fixed term exclusion, Head Teacher's detentions, governors meetings.

These lists are not exhaustive and may not be appropriate in every situation, but indicate the range of discipline strategies available to staff with different roles within school.

Student support and monitoring intervention

On occasions some students may make progress and then fall back, they may equally exhaust repeated circuits of the interventions outlined below. At this stage, Inclusion Manager, SLT, agencies and parents must meet to discuss how best to meet the needs of individual students perhaps considering strategies outlined above.

Tutor Report or First Stage of intervention monitoring.

For the majority of students, the first stage of monitoring will be done by the Tutor. This should be a straight forward, short term report which tackles issues such as punctuality, attendance, uniform and equipment. It may also be used following concerns raised from Academic Monitoring. This report should target single issues, should be seen by the Tutor daily and signed by the parent/carer each day. Tutor report should last for up to three weeks or until significant progress has been made and the target is reached consistently. Head of Years should be informed at Monday's year team meeting. Before placing a student on this report, tutors should contact parents to discuss the issue being addressed. Tutors should also liaise with parents over the report period and when the student is removed from it. Tutors should file all completed reports for future reference.

Students who are sent to Time Out will be placed on a Student Services Report monitored by Student Services staff. If students do not make the necessary progress and improvements whilst on this report they will be referred to the Head of Year.

Head of Year Report or Second Stage of intervention monitoring.

This report is intended to be used by Head of Years and should be put in place when a student is displaying significant behavioural concerns or when a tutor report (1st stage) has brought about no significant improvement. It can be used for repeated concerns as a result of academic monitoring. As with all reports, contact should be made with parents and the targets clearly identified. All completed reports to be collated and filed in student records.

Subject Reports

These reports are used to monitor behaviour and progress when there are concerns within one specific subject area. This may occur as a result of concerns raised in one subject area following academic monitoring or as a result of repeated time out incidents. Liaison between pastoral staffs and department leaders will precede this report as will communications with parents/carers.

Senior Leadership Report or third stage of intervention monitoring.

For those students who have been on a lengthy Head of Year report and are showing little progress or have been on this level of report on several different occasions, it may be deemed appropriate by the Head of Year and SLT to place the student on a Senior Leader Monitoring report. Again, parents should be included in the setting of targets and should be invited to attend a meeting to note our concerns and establish the areas to be addressed. This report may be combined with a pre-exclusion warning. At this stage the Inclusion and Pastoral staffs will meet to discuss Inclusion strategies, interventions and monitoring.

General Monitoring of behaviour within school.

In Years 7 & 8 students carry a form book to each of their lessons, for staff to give praise and to record concerns. Information is gathered from these by Tutors and Head of Years. Further praise, sanctions and interventions are applied as necessary. In all other years' students are tracked via electronic reviews of their behavior, progress every two weeks.

Students sent to Student Services for lesson withdrawal for disruption to lessons are monitored by Student Support Services, Tutors, Head of Years and SLT. Sanctions and interventions are applied as necessary. In Appendix 4 the protocol for lesson withdrawal can be found along with an exemplar of the referral form for lesson withdrawal.

Behaviours at unstructured times are also monitored by observations using the unstructured observation sheet and concerns raised with appropriate individuals.

To gain an overview of student 'Concerns,' which a member of staff may have regarding behaviour, effort or academic aspects, subject staff complete academic monitoring information on all students they teach, three times a year. The data recorded allows us to track progress of our students and to target intervention and rewards by the Head of Year, Head of dept., Inclusion team or SLT. The Governing Body also receives a summary of this information. Internal exclusion and fixed term exclusions or permanent exclusion are monitored by Pastoral and Inclusion Teams, SLT and the Governing Body and additional interventions applied as necessary.

Quality assurance of the behaviour policy.

Through the monitoring outlined above the consistency, equality and effectiveness of behaviour management is assured.

A copy of this policy and appendices will be filed in the main school office for reference. A copy will also be placed on the school's website.

Appendix 1
Suggested sanctions and interventions checklists/flow diagrams.

Appendix 2
Accelerated Learning

Appendix 3 Lesson withdrawal form

TEACHER INCIDENT REPORT

This report must be completed by the referring teacher before the end of the morning or afternoon session of the day of the withdrawal from a lesson. Even if it has been dealt with within the department

Student details. Please tick:

- DP SEN, LAC or vulnerable MA
- Student on target to achieve EOY level/grade

Student Name:

Student Tutor Group:

Teacher initials:

Date:

Lesson/Time of withdrawal:

Subject:

Work Provided: Y/N

HOD informed: Y/N



STUDENT WITHDRAWN FROM LESSON: REPORT



REPEATED DISRUPTION TO LEARNING WITHIN ONE LESSON

- Verbal warning given beforehand
- HOD/HOY unavailable/department relief timetable not available
- HOD or Department relief has acted.

ONE SINGLE DANGEROUS OR DEFIANT MOMENT

- HOD or Department relief has acted.

Details:

Detail

- Talking to others
 - Answering back
 - Not following instructions
- Other:

Next lesson date:

- Plan for reintegration discussed and agreed with Subject teacher/HOD / HOY (please delete)

Subject Teacher signature:

HOD/HOY signature:

Notes:

Appendix 3

WITHDRAWAL FROM A LESSON ON BEHALF OF A CLASSROOM TEACHER

REPEATED DISRUPTION TO LEARNING WITH NO HOD SUPPORT AVAILABLE

OR DANGEROUS OR DEFIANT MOMENT IN A LESSON



Teacher – ACTION

- Send student to Student Services with work if possible.
- Inform student services via email/telephone that student is on his/her way.

Student Services – ACTION

- Log lesson withdrawal on Progresso **behaviour log** and with **tutor, HOY** and **DMu**.
- Email incident report pro-forma to referring teacher
- Contact parent/carer*
- Issue student with automatic **HT detention** for following Thursday from 3.20-4.20pm only once incident report has been received*
- Inform LW/SLT on duty



LW/SLT - ACTION

- Collect student from student services area
- Take student to work on HT corridor (LW/PM/DMu) /Office corridor (HR/LHI)
- Escort student to their next lesson.



Referring teacher – ACTION

Complete incident form* and hand this to Student Services by the end of the morning or afternoon session of the day of lesson withdrawal.



Student Services - ACTION

- Upon receipt of incident form issue HT detention
- Copy incident form tutor/HOY/DMu/HOD/student file



- **DMu** leads investigation with HOY/HOD
- **DMu** decides on further action or closes case.
- If a child is withdrawn from a lesson **MORE THAN ONCE** during any one half-term, DMu will assemble behaviour support team. More than one withdrawal will automatically place a child on a lesson-by-lesson report card to DMu/HOY.

Rights and responsibilities.

Each other.

Self.

Personal space – no contact.

Environment.

Codes of behaviour, dress and courtesy.

Teachers, staff and visitors.

Appendix 4

Student expectations in the Classroom

Start of lessons:

- Students line up quietly outside classrooms and greeted by staff.
- They will be invited to enter.
- Students stand behind their chairs,
- They should take off and put away any outdoor wear under the desks/chairs.
- All bags should be put out of the way under desks.
- They should quickly get ready their books, pens and equipment.
- When invited to do so students sit and await further instructions
- Students should remain silent during the register (except to answer their names)

During lessons;

- When we are talking to the whole class we can expect the class to remain silent, pens down and concentrate.
- If we ask questions we should insist the students put up their hands to answer and do not to call out (unless we are asking for quick ideas)
- Students should always have the correct equipment for every lesson.
- We should expect students to work co-operatively and sensibly with their classmates.
- If students arrive late without good reason, they should be reprimanded and/or detained for the amount of time missed in order to make up the work.
- Students should not leave a lesson without a good reason.
- All students must write and underline the, date and title in their exercise books.

End of lesson:

- Students should not begin to pack away or put on outdoor wear until invited to do so.
- When told, students should stand up and push in or put up their chairs; any litter should be picked up.
- Only when instructed, students will be dismissed in an orderly manner.
- If students have PE at the end of the day they are to change back into their uniform before they go.
- The last person to leave a room or area at the end of a lesson must be the teacher.

THESE EXPECTATIONS HAVE BEEN DRAWN TOGETHER BY THE STUDENT COUNCIL.

Student Classroom Expectations.

- ❖ **Be prepared:** wearing school uniform, arrive on time and with the equipment you need for that lesson including any homework to be handed in.
- ❖ **Be ready to start:** with coats hats, scarves and bags removed and put away under desks. Get your equipment out and wait quietly for the teacher to start the lesson or begin the introductory activity.
- ❖ **Respect - the class teacher at all times, yourselves, the environment and equipment and another's right to be educated by:**
 - allowing the teacher to teach, remaining quiet whilst teacher is giving out instructions

- using appropriate language to each other and to staff, not disrupting the lesson or others.
- always trying your best and if you do not understand, think and try to work it out before raising your hand to ask your teacher. Finish all work set to the best of your ability.
- not throwing equipment around, clearing up around your desk at the end of the lesson etc.
- not distracting others.

❖ **Reflective and Independent as learners:** Completing homework and meeting coursework deadlines. Thinking and reasoning before asking silly questions. Not repeating mistakes and setting challenging, realistic targets for improvement.

Remember:

**T – Together
E – Everyone
A – Achieves
M – More.**

Appendix 5
John Flamsteed Community School
Exclusion Policy

- **Rationale**

This exclusion policy should be read in conjunction with the schools' behaviour policy and has been written with relation to the DfE guidance, "Exclusion from maintained Schools, Academies and PRUs" (Jan 2015) It is intended to clarify the policy and practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

- **Introduction**

The decision to exclude a student will be taken in the following circumstances: -

- In response to a serious breach of the School's Community Code
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion from school is an extreme sanction and is not a decision that is taken lightly. In applying this Exclusion Policy, the school will follow current Government and Local Authority guidance and advice. It is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Community Code

- Verbal abuse to Staff & others
- Verbal abuse to students
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Misuse of drugs*
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying a drug*.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour i.e. classroom disruption, smoking, bullying, etc.

* Drug to be defined in agreement with the schools Drug Policy

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

- **Exclusion procedure**

Once an incident has occurred, which the investigating member of staff considers may warrant an exclusion as a sanction, the exclusion form also found as Appendix A must be completed and the sanctions flow diagram consulted, in conjunction with any other policy such as Drug policy. This will ensure that all appropriate procedures are followed.

Most exclusions are of a fixed term nature and are of short duration (usually between one and five days). The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations. In this case after the 5th day of the exclusion the school has to ensure that the student has educational provision other than at home and has entered into a partnership agreement with local schools to ensure that it is able to meet this requirement.

During the course of a fixed term exclusion parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians.

Immediately following the decision to exclude; a student's parents are contacted, where possible by a telephone call and followed up with a letter. This letter will include details of the exclusion and the date the exclusion ends. Parents are informed of their right to make representations to the Governing Body and the Local Authority as directed in the letter.

On return to School, a reintegration meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team, Inclusion Manager, Head of Year, or other staff where appropriate. At this meeting, discussions take place to determine the most appropriate strategy to put in place to ensure the smooth reintegration of the student into school and to try to ensure further sanctions are avoided. These strategies may include: students going on report, the implementation of an Individual Behaviour Plan or a Pastoral Support Plan or involvement of external agencies.

- **Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and permanent

exclusion is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)

- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another student or a member of staff.
 - Sexual abuse or assault.
 - Supplying a drug* as defined by the school's drugs policy.
 - Carrying an offensive weapon *.
 - Arson.

** Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."*

The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

- **General factors the School considers before making a decision to exclude**

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:
 - Ensure appropriate investigations have been carried out.
 - Consider all the evidence available to support the allegations taking into account Equal Opportunity and Race Equality Policies.
 - Allow the student to give her/his version of events.
 - Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
 - **Take account of SEN when administrating the exclusion process having due regard to current SEN legislation.**

If the Head is satisfied that **on the balance of probabilities** the student did what he or she is alleged to have done, exclusion will be the outcome.

- **Exercise of discretion**

In reaching a decision, the Head will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head will consider: -

- the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Community Code and
- the effect that the student remaining in the school would have on the education and welfare of other students and staff.

Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, or if the student is found to be dealing in illegal substances, it is the school's usual policy in these particularly serious matters to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's School record, witness statements and the strategies used by the School to support the student prior to exclusion.

- **Lunchtime Exclusion**

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

- **Behaviour Outside School**

Students' behaviour outside school on school "business" for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the School's Code of Conduct. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the school or on a journey to and from school is unacceptable and meets the school criteria for exclusion, then the Head may decide to exclude.

- **Drug Related Exclusions**

In making a decision on whether or not to exclude for a drug-related offence the Headteacher will have regard to the school's published policy on drugs and will also seek advice from the LEA's Drugs Education Advisor. The decision will depend on the precise circumstances of the case and the evidence available. In some cases, fixed term exclusion may be more appropriate than permanent exclusion.

Appendix A of appendix 5

Exclusion procedures

Exclusion form

Student Name

Form

Brief details of incident:

	By whom / signed
Statements taken	
Statements attached	
Passed to DMu	

Tutor report	HoY Report	SLT Report	Beh Contract	PSP	Parental Mtg	Key worker
CAMHS	Com Paed	MAT	Gov Panel			

Reason for Exclusion:

Number of days

(If 5 days or this exclusion takes student over 5 – Governors panel arranged for:)

Start date

End Date

Reintegration meeting with / Date / Time

Info passed to SH for letter	
Work collated	
Work taken by student / taken by SS	
Integration team aware	
Logged onto system	
Total number of exclusions days to date*	
* 5 + days in one term, education provision planned	

Copy to: Student file

Appendix B
Exclusion flowchart

