

KINGSWOOD SCHOOL

EXCLUSIONS POLICY

This policy, which applies to the whole school, including the Early Years Foundation Stage (EYFS), is publicly available on the school website and a copy (which can be made available in large print or other accessible format if required) may be obtained from school upon request.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Reviewed: September 2022
Next Review: September 2023

R. Huckham

Signed:

Headmaster

B. C. F. B.

Signed:

Proprietor's Agent

Exclusions Policy

This policy applies to the whole School including the Early Years Foundation Stage (EYFS)

Ultimate sanctions at Kingswood School are Fixed Term and Permanent Exclusions. Neither sanction is used lightly. Only the Headmaster has the power to exclude a child from school. If the Headmaster excludes a child, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the Proprietor. The School informs the parents how to make any such appeal.

Serious Offences and Exclusions

Serious offences are those that may have a significant impact on the individual pupil or others in the school. Examples include:

- extreme or persistent bullying, racism or harassment;
- stealing;
- extreme or persistent violence, actual or threatened, against a pupil or member of staff;
- sexual abuse, assault or activity;
- smoking, illegal drugs (possession and/or use) or alcohol (consumption or possession)
- significant vandalism;
- going out of bounds;
- persistent misbehaviour when normal disciplinary measures have failed;
- carrying an offensive weapon.

Procedure to be followed

- Parents must be informed immediately by phone with a follow up letter.
- A copy of a sheet entitled 'Advice for Parents/Carers' will be attached to the letter.
- Parents must be notified of their right to appeal.
- Kingswood School will ensure that arrangements are in place for work to be sent home.
- Arrangements will be made for a return to school interview that includes the parents/carers.
- A re-integration support plan will be put in place.

All cases of exclusion will be treated in the strictest confidence on a need to know basis and are not to be discussed outside the school

Responsibilities of the School

If the School commences an investigation which may lead to a fixed term temporary exclusion or to permanent exclusion the Headmaster must inform the parent without delay. Before resorting to exclusion the School will normally try alternative solutions (for example, a restorative justice process - whereby the harm caused to the 'victim' can be redressed). This will ideally be done by telephone and the telephone call will be followed by a letter within one school day. The letter will include information about:

- the nature of the offence and the results of any investigation to date;
- that the sanction of a fixed term temporary exclusion or permanent exclusion may be imposed;
- the parents' right to state their case to the Headmaster and if that is not satisfactory then to the Advisory Board and whom they should contact to do this, including the latest date that the parent may give a written statement to the discipline committee;
- the parents' right to see their child's school record and the Headmaster must comply with such a request within 15 school days, although in exclusion cases compliance should be prompt.

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason. The decision to exclude for a fixed term will be notified to the parent in writing with reasons. If the School determines that a child should be excluded for a fixed period, the Headmaster will provide the parent in writing with information as to:

- the period of the Fixed Term Exclusion;
- the arrangements, such as setting work, to allow the child to continue their education during the Fixed Term Exclusion.

If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period Temporary Exclusion or to convert it into a Permanent Exclusion, the Headmaster will write again to the parent with the reasons for this decision. The decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or is an exceptional 'one-off' offence has been committed. Parental co-operation forms part of the contract between the school and all the parents at the school. The correspondence will be easily intelligible and in plain English.

Appeals

If parents or guardians wish to appeal the exclusion then they must do so in writing to the Proprietor, in writing, within one week of the letter notifying the parents or guardians of the exclusion. The Proprietors will establish an Appeal Panel to consider the appeal.

The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. All letters and documents relied on by the Headmaster, shall be made available to the parents or guardian prior to the hearing. The parents or guardian or their representative may ask questions of the Headmaster or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Headmaster, who is the Proprietor. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The exclusion is confirmed

- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.

However, the final decision will always rest with the School Proprietors, who may or may not accept the recommendations of the panel.

The recommendation shall be communicated to the parents or guardian and the Headmaster. Every child has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Headmaster will write again to the parents with the reasons for this decision.

Kingswood School:

- requires all staff to use positive strategies for handling any unacceptable behaviour by helping children find solutions in ways that are appropriate for their ages and stages of development;
- acknowledges that such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response;
- ensures that there are sufficient resources and activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns;
- supports each child in developing self-esteem, confidence and feelings of competence;
- avoids creating situations in which children receive adult attention only in return for unacceptable behaviour;
- explains the effect of unacceptable behaviour, making it clear to the child that it is the behaviour that is unacceptable, and not the person.

When children behave in unacceptable ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately. We provide opportunities for children to learn how to interpret and cope with feelings, listening to them and offering the necessary support to enable them to verbalise their own frustrations, hurts and disappointments. We do not shout or raise our voices in a threatening way to respond to children's unacceptable behaviour. We do not use techniques intended to single out and humiliate individual children. Corporal punishment, which is strictly forbidden at Kingswood School, is a criminal offence.