

## **The Beacon Folkestone Exclusion statement (taken from Behaviour Policy 2017)**

### **Exclusions**

In The Beacon, exclusions are a very last resort, are used extremely rare and only after all other behaviour programmes, strategies and disciplinary avenues have failed.

The Beacon operates an in-school suspension system (see above) for children whose behaviour is causing concern at specific points. In a small number of cases the Executive Head Teacher will impose a fixed term exclusion inevitably of one day only but more in exceptional circumstances. This type of exclusion has to be viewed as trying to provide a salutary reminder of the consequences of poor behaviour for the child. Continued sequences of short, fixed-term exclusions are not desirable or helpful. Where this does occur, then the School will take steps to initiate a review of the suitability of the child's placement at The Beacon. The School has very strict rules about notification of parents and the Area Education Office, and the maintenance of an incident record in all cases of even one-day exclusions.

The School is empowered to operate a fixed-term exclusion for a period of up to 45 days in any one school year. Where exclusions exceed 1 day then homework must be given and marked.

Only the Head of School in his absence are able to exclude.

After an exclusion has taken place, parents will be expected to accompany the child back to School to meet with the Head Teacher. The purpose is to ensure that the reasons for the exclusion are clearly understood and to set down what each party's responsibility will be to improve on the current performance.

### **Permanent Exclusions**

As far as the school is concerned, this is the last resort. It is the end of the line in terms of failed initiatives, strategies, programmes, and contracts. Very rarely would a child receive a permanent exclusion unexpectedly (i.e. as a result of an out-of-character incident). There has to be substantial documentary evidence to support a permanent exclusion, and this has to be reinforced with clear explanations of strategies and difficulties.

Where it is shown that:

- There has been a clear decline in the quality of a child's behaviour and a defiant lack of conformity to the authority structure of the School at an extreme level; and
- A variety of approaches have been tried with the child in consultation with parents
- The continued influence of the child in the class and School environment is detrimental to the wellbeing of the overwhelming majority of children
- The child has infringed the strict rules on drugs and dangerous weapons.

The School is placed in a situation where permanent exclusion is forced upon it. The rules for a permanent exclusion are subject to a strict legal code and this step can only be taken by the Executive Head Teacher or in his absence, Head of School. The associated notification and appeals process is clearly set down in the School (see the Executive Head Teacher for information). The Governing Body and Local Authority have an automatic role at this point and in certain instances, reinstatement of an excluded child may be ordered.

Points to bear in mind;

- 1 In all cases there has to be clear evidence to support the case for a child's permanent exclusion
- 2 There should be a detailed incident log
- 3 There must be evidence of behaviour programmes and other strategies employed
- 4 There should be evidence of multi-agency input and advice having been sought
- 5 There should be evidence of a Pastoral Support Plan (PSP) detailing inter-agency and parental agreement on other strategies which could be adopted.

Permanent exclusion is never an answer to a child's behaviour difficulties. It is never imposed lightly or in the heat of the moment. It is used extremely rarely by the School, but in circumstances which leave no other choice.

The school follows county guidelines for both fixed and permanent exclusions and full procedures are available for scrutiny in the Executive Head Teachers office.