

Exclusions Policy

2024-2026

Approved by: Catriona Olsen

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Policy Aims and School Vision

The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired group:

- *A child's education is the single most important consideration for any parent, carer or carer.*
- *At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.*
- *We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.*

Inspired schools believe that these are the foundations on which we build and plan our lives. At King's InterHigh and Academy21, we welcome students with varied plans, including attending university, college, obtaining an apprenticeship, or going into the workplace. Being part of Inspired allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their own aspirations.

Our vision and aims

Both King's InterHigh and welcome students with a variety of prior education experiences and with varied aims. This is fundamental to what we do - our vision is to be a flexible home for all students and so we seek to offer a curriculum and experience that allows students to pursue learning interests, fits around other priorities and gives them the structure needed to work towards their goals. We seek to create the conditions for this – a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child.

We have core aims that underpin this vision. They are to:

1. provide a **high quality, positive and inclusive learning experience and environment** that inspires all students to discover, develop and fulfil their potential and make outstanding progress in their learning whatever their starting point.
2. promote **desirable behaviour and a culture of mutual respect and maximum engagement** in learning through our actions and wider culture.
3. **recognise the successes and development of each student**, be it social, emotional, academic, or otherwise, that develops self-esteem, and respect for self and others.

There are some broader themes to our vision that are worth detailing:

Participation: We believe educational success comes from students actively participating in learning through attending live classes or using lessons recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of improvement and contribution to community that ultimately makes everyone's impact on the world a positive one.

Holistic development: In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep school free from more negative instances that might occur in other settings such as bullying or disruption.

Inclusivity and flexibility: We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

Exclusions

The decision to exclude a student for either a fixed term or permanently is not taken lightly, it is a response to serious misconduct. We are inclusive of all learners, which means ensuring a calm, purposeful and enjoyable learning environment so that all students and staff to focus on learning and feel safe. This means dealing with the conduct of students that harms the wellbeing of others. King's InterHigh is entitled to enforce the agreements in the contract of engagement signed by parents and carers, including that students will not engage in a serious breach of school rules and that parents will promote good behaviour in their child. The school may exclude a student where these agreements are contravened.

Reasons for exclusion

All behaviour that falls under stage 4 is considered grounds for exclusion, including all examples in stage 2 and 3 that do not cease or that are deemed very serious and requiring an elevated response. This includes persistent instances of disruptive behaviour that prevent other students learning or benefiting from teacher time. This policy includes the consideration of conduct outside of school time, where such conduct might be considered to harm King's InterHigh's reputation.

Where a student's conduct falls short of our standards repeatedly or is sufficiently serious a form of exclusion may be used. The main forms of exclusion used will be:

- (a) Alternative status: permanent or temporary move to library learner status with no access to live lessons
- (b) Fixed term exclusion
- (c) Permanent exclusion

Fixed term exclusion

Access to school systems may be temporarily removed whilst an investigation is completed as a neutral act.

The length of the fixed period is at the discretion of the school. Alternatives may be sought such as a change in status and access to school systems. The maximum fixed term exclusion is usually five days with the caveat that any further disciplinary offence will put the student's position at the school in jeopardy. Work will be set for a child to do during the exclusion period together with a reintegration meeting post-exclusion. The school will ensure that a student with a disability or special educational need is able to communicate concerns. A fixed term exclusion cannot be prevented or stopped by a parent/carers or student – it is a school decision. However, the parent/carers has the right put on record their view of the decision in writing to the Executive Head.

Since fixed term exclusion should always be regarded as a warning that permanent exclusion may follow, all students and their parents should clearly understand the consequences of permanent exclusion.

Permanent exclusion

Parents may be required to remove the student permanently from the school if the Executive Headteacher is of the opinion that the student's conduct and its impact on others warrants this course of action.

In making decisions about exclusion the Executive Headteacher will consider any circumstances such as additional learning needs, or disabilities that may be relevant as well as any representations made by the parents. Following any meeting or correspondence about exclusion, parents will be informed immediately with confirmation of the decision in writing, including the reason. Parents have the right to appeal outlined below.

Exclusion procedure

Parents/carers and students will be informed of this decision in writing, with the consequences explained. Exclusion is a process, not an event, and so the following steps will have been undertaken by senior staff at Kings InterHigh:

Behaviour policy applied: As appropriate and relative to the behaviour, the actions, support, and consequences of stage 1-4 will be used:

1. *Communicate concern:* Communication will have been made with home to flag and discuss behaviour issue.
2. *Restorative work and discussion* with the student, sometimes via the parent/carer, will have taken place to seek to change the behaviour (unless this is a single very serious incident).
3. *A behaviour plan or a change to the student's status* in school: This may have been used to prevent negative impacts on other students and encourage the student to improve. The school has the right at any time to remove live learner status in response to reasonable concerns about behaviour, this includes as part of a student's return to school after exclusion. There is no right to appeal a change in status as adequate education is provided.
4. *Exclusion:* A decision to exclude may have been taken.

If a student's conduct is of the most serious nature, which puts themselves, other student, or staff at risk or harms any other school stakeholder, the Executive Headteacher reserves the right to move to fixed or permanent exclusion without following the steps 1-4 as outlines above.

Appeal procedure

King's InterHigh offers the right of appeal to any student excluded from the school. Any appeal against exclusion will be dealt with under the School's Complaints Policy and should be made in writing to the Executive Headteacher in accordance with this policy. If parents wish to appeal against a decision to permanently exclude their child, they should set out the nature of their complaint in writing, detailing the nature of their grievance and the reasons they see for review. The request for a review should be acknowledged within five working days and a response made within ten working days. If the complaint is not resolved an appeal panel will be convened, made up of 3 staff not involved in the decision and at least one not involved in the running of the Education section of the school.

An appeal must be held within a reasonable time (normally 21 working days from the decision to appeal). This will be governed by the frameworks set in the school's Concerns and Complaints policy. Full details of the complaints procedure are to be found on the school website. The purpose of the hearing is to decide whether the decision to exclude was a fair and appropriate outcome of the investigation, taking account of the school's behaviour policy. The decision to uphold or reject the decision to exclude will be communicated within 5 working days. The decision to uphold or reject the decision is final.

Appendix 1: Roles and responsibilities

We place the student at the centre of our community and ensure that all those people that are engaged in the education and welfare of the student are encouraged to take a close interest in the development, learning, progress, and achievements of the student. All stakeholders have a role to play in promoting excellent participation and

behaviour:

The Senior Education Team: Heads of Key Stage reporting to the Executive Headteacher

- Is responsible for reviewing and approving the behaviour policy.
- Will monitor the policy's effectiveness and hold staff accountable, where appropriate, for its implementation.
- Will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour using agreed systems, approaches, and actions.
- Lead on the development of an ethos that is committed to inclusivity, recognition, excellence, and positivity.
- Ensure all staff are equipped to implement the behaviour policy and maintain high standards of teaching and student support
- Lead on the consistent, accurate and robust implementation of this policy in their areas, ensuring all teachers, tutors and students meet the expectations of the policy

Heads of Subject and Heads of Year

- Lead on the consistent, accurate and robust implementation of this policy in their areas, ensuring all teachers, tutors and students meet the expectations of the policy
- Model high standards of punctuality and conduct, living the school values as leaders and promoting our positive ethos through their leadership and support of colleagues and students.
- Respond adaptively to information and data about behaviour and behaviour events to resolve issues and create a positive environment that champions participation in learning and high effort.
- Make use of school information systems to gather and analyse student data relevant to monitoring, managing, and intervening in their areas to maintain high standards of conduct and ensure their teams do the same.
- Communicate effectively with parents/carers/mentors to involve them in sustaining a positive learning environment, recognising success, and resolving concerns with their child. Support colleagues to communicate and resolve issues in a timely and effective manner.
- Monitor standards of conduct and participation in their area and implement plans to continually improve and systematically recognise desirable behaviour, using available technology as appropriate.

Leaders of learning/teachers/other student facing staff:

- Consistently, accurately, and robustly implement this policy, ensuring they use agreed systems using agreed systems, approaches and actions (including, but not limited to, recognition and rewards alongside support and consequences) to enable their students meet the expectations of the policy.
- Model high standards of punctuality and conduct, living the school values and promoting our positive ethos through to students and their families.
- Hold high expectations of student participation, effort, and communication, guiding them to achieve their very best and to never impinge on the learning of others negatively.
- Communicate expectations about conduct, participation, and effort explicitly and reinforce with recognition, praise, challenge, and explanation in class and on agreed platforms.
- Record relevant positive and negative conduct on agreed school systems (Staff Hub/ISAMS/Academy21 portals/emails with mentors) for monitoring purposes and to notify parents/mentors.
- Make use of information and data supplied by line managers and colleagues to respond to student needs and behaviours in a positive manner that promotes effort and participation.
- Communicate effectively with parents/carers/mentors and colleagues to involve them in sustaining a positive learning environment, recognise success and resolve concerns about their child in a timely and effective manner.
- Plan and teach inclusively with known student prior experiences and needs in mind so that every child in your class can develop academically and personally.
- Act in a way that safeguards and promotes the welfare of children, including ensuring children have a safe environment in which to learn and achieve the best social, emotional, and academic outcomes possible.

Parents/Carers/Mentors:

- Support their child in adhering to the King's InterHigh Behaviour Policy, notably the Student Code of Conduct.
- Ensure their child has the conditions, space, and time to focus on their work at home/an agreed location(s) and check that they are completing it to the best of their ability by the deadlines set.

- Discuss with their child at home/students in educational settings any incidences of desirable conduct and all incidences of inadequate behaviour that they discover or that are communicated by the school.
- Keep up to date with achievement and behaviour information on their child by primarily using Parent/Mentor Portal to view specific information on their child and engage with 'Parental Information'/Information for Mentors shared on that platform.
- Read and where appropriate responding to school communications via email, phone, reports and by attending parent/carer consultations.
- Work with their child to develop good habits and routines that support learning and holistic development.
- Discuss any behavioural concerns they have with relevant school staff promptly and inform the school of any changes in circumstances that may affect their child's behaviour.
- Support the school's implementation of its behaviour policy to promote desirable behaviour and address unacceptable behaviour, including decisions in relation to your child's behaviour including responding to communications about your child's conduct; engaging in discussions and attending meetings to understand and support your child's behaviour all with an understanding of the overall aim to sustain excellent conduct in both schools to promote a safe and calm learning environment for all.