



Poplar House School

Exclusion Policy

Signed by:

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Statement of intent

At Poplar House School, we understand that good behaviour and discipline is essential for promoting a high-quality education.

Amongst other disciplinary sanctions, the school recognises that the exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behavioural Policy or Home School Agreement. Excluding a pupil may also be required in instances where allowing the pupil to remain in Poplar House School would be detrimental to the education and welfare of themselves or others; in all cases, excluding pupils will only be used as a means of last resort.

Poplar House School has created this policy to provide clarity on when the school right to exclude a pupil may be exercised, and to ensure that our procedures are fair and promote natural justice. This policy does not apply to instances when a pupil must leave Poplar House School due to home decision, social worker decisions, virtual school decisions or withdrawal by their parents.

1. Legal framework

1.1. This policy has due regard to the related statutory legislation including, but not limited to, the following:

- Education Act 2002
- Education and Inspections Act 2006
- Education Act 1996
- The Education (Independent School Standards) Regulations 2014
- The European Convention on Human Rights (ECHR)
- Equality Act 2010

1.2. This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in Schools'

1.3. This policy will be implemented in conjunction with the following Poplar House School policies and procedures:

- **Home School Agreement**
- **Behavioural Policy**
- **Anti-Bullying Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**
- **Social, Emotional and Mental Health (SEMH) Policy**
- **Child Protection and Safeguarding Policy**

2. Roles and responsibilities

2.1. The LA / virtual school is responsible for:

- Arranging suitable full-time education for any pupil of compulsory school age excluded permanently, in coordination with the school.
- Reviewing and reassessing pupils' needs in consultation with all stakeholders for the individual pupil, where they have an EHC plan and are excluded permanently, with a view to identifying a new placement.

2.2. The Headteacher is responsible for:

- In conjunction with the Executive Headteacher and/or Director of Education, ensuring arrangements are in place to allow for a prompt review of all permanent exclusions, where necessary.
- Considering written representations from relevant stakeholders about exclusions within seven working days of receiving notice.
- Where an exclusion would result in a pupil missing an examination or test, considering the exclusion before this date.

- Considering whether it would be appropriate for a pupil to be permitted onto the Poplar House School premises to sit the examination or test.

2.3. The Headteacher, Executive Headteacher and Director of Education are responsible for:

- Applying the civil standard of proof when establishing the facts in relation to an exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the exclusion process, as outlined in the SEND Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a pupil has suffered bereavement, bullying or has a mental health issue.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly pupils:
 - With SEND
 - Who are eligible for FSM (**Only for Day Schools**)
 - Who are LAC
 - From certain ethnic groups
- Engaging effectively with relevant stakeholders in supporting the behaviour of pupils with additional needs.
- Instigating a multi-agency assessment to assess the behavioural issues of vulnerable pupils, when necessary, in line with the Poplar House School's Social, Emotional and Mental Health (SEMH) Policy.
- Arranging and attending a disciplinary meeting with the pupil and the relevant stakeholders.
- Determining whether a pupil will be excluded on disciplinary grounds.
- Ensuring any decision to exclude is lawful, rational, reasonable, fair, and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following an exclusion.
- Notifying a pupil's relevant stakeholders without delay where the decision is taken to exclude the pupil.
- Notifying the LA / virtual school within 24 hours of their decision to exclude a pupil where appropriate, as well as the pupil's home authority.
- Organising suitable work for excluded pupils where necessary.
- Considering problems, e.g. safeguarding concerns, that may be caused by a temporary exclusion, e.g. inadequate supervision of the pupil during the exclusion.

3. Grounds for exclusion

3.1. Poplar House School will only exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the Poplar House School's Behavioural Policy and in line with the Home / School Agreement, have failed to be successful.

3.2. The following examples of pupil behaviour may underline the Poplar House School's decision to exclude a pupil:

- Any incident which poses a risk to other pupils or members of staff, e.g., bringing a weapon onto the premises
- Any incident which breaches the law
- Persistent and severe bullying
- Verbal and physical abuse
- Constant and repeated disruption
- Damage to property and vandalism
- Cheating, including plagiarism
- A single, serious and major incident, e.g., serious assault on another individual leading to injury

3.3. The following examples of relevant stakeholders' behaviour may underline the Poplar House School's decision to exclude a pupil:

- Any action which brings the Poplar House School into disrepute
- Causing serious or repeated disruption on Poplar House School premises
- Behaving aggressively or threateningly towards Poplar House School staff, including via social media or electronic communication

3.4. The above list is not intended to be exhaustive, and it will remain at the discretion of the Headteacher / Executive Head Teacher / Director of Education to determine if exclusion is an appropriate disciplinary action in response to an incident or series of incidents.

3.5. Pupils can be excluded on a fixed-period basis, i.e., up to 45 school days within an academic year, or permanently. Similarly, pupils can be permanently excluded following a fixed-period exclusion, where further evidence is presented.

3.6. In all cases, the headteacher with the regional headteacher and/or Head of Education will decide which exclusion period a pupil will be subject to, depending on what the circumstances warrant.

3.7. The Headteacher with the Executive Head Teacher and/or Director of Education will decide if an offence warrants police involvement if there is a belief criminal activity may have taken place.

4. The Headteacher's power to exclude

4.1. The Headteacher, Executive Head Teacher and Director of Education, has the power to exclude a pupil from the Poplar House School, which is derived from the schools' policies and procedures, and they will decide whether this is on a fixed-period or permanent basis.

4.2. The Headteacher, Executive Head Teacher and Director of Education, are able to exclude pupils from the premises where their behaviour is disruptive during lunchtime. All lunchtime exclusions will be counted as half of a school day.

- 4.3. The Headteacher, Executive Head Teacher and Director of Education are able to consider a pupil's disruptive behaviour outside of the Poplar House School premises as grounds for exclusion, in accordance with the school's Behavioural Policy.
- 4.4. Any decision made to exclude a pupil will be lawful, proportionate, and fair, with respect to the Poplar House School's wider legal duties, including the ECHR (Equality and Human Right Commission).
- 4.5. All exclusions will be formally recorded on the pupil information system.
- 4.6. When sending a pupil home following an exclusion, the Headteacher, Executive Head Teacher and / or Director of Education will ensure that they exercise their duty of care at all times and will always inform the pupil's relevant stakeholders.
- 4.7. The Headteacher, Executive Head Teacher and / or Director of Education will apply the civil standard of proof when responding to the facts relating to an exclusion, i.e., that 'on the balance of probabilities it is more likely than not that the facts are true.
- 4.8. At all times Headteacher, Executive Head Teacher and / or Director of Education will take into account their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds, e.g., race, sex, disability, and will not increase the severity of a pupil's exclusion on these protected characteristics.
- 4.9. The use of internal exclusion, where a pupil is separated from other pupils as a disciplinary action, will not be registered as a formal exclusion and the pupil will not be sent home from Poplar House School.
- 4.10. The Headteacher, Executive Head Teacher and Director of Education will not use the threat of exclusion as a means of instructing relevant stakeholders to remove their child from the premises.

5. Factors to consider when excluding a pupil

- 5.1. An exclusion will only be imposed instantly if there is believed to be an immediate threat to the safety of staff and pupils in the Poplar House School or the pupil themselves.
- 5.2. When considering the exclusion of a pupil, the Headteacher, Executive Head Teacher and Director of Education will:
 - Ensure an appropriate investigation and evidence-recording process is carried out.
 - Allow the pupil the opportunity to present their case, accompanied by a member of staff or a relevant stakeholder if requested.
 - Give adequate consideration to contributing factors that are identified after a case of poor behaviour has occurred, e.g., the pupil's SEND, or if the pupil's wellbeing has been compromised, or they have been subjected to bullying.

- 5.3. Headteacher, Executive Head Teacher and / or Director of Education will consider what extra support may be available for vulnerable pupil groups, e.g., pupils with SEND, whose exclusion rates are higher, to reduce their risk of exclusion.
- 5.4. The Headteacher, Executive Head Teacher and Director of Education will consider avoiding permanently excluding LAC, pupils with Social, Emotional and Mental Health (SEMH) issues and pupils with an EHC plan.
- 5.5. Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the Headteacher, Executive Head Teacher and / or Director of Education, who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational and mental health needs, or other needs and vulnerabilities. The full assessment procedures are outlined in the school's Social, Emotional and Mental Health (SEMH) Policy.
- 5.6. Where SEND or SEMH issues are identified, an individual behaviour plan (IBP) will be created using the graduated response outlined in the school's Behavioural Policy. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the graduated response process, then exclusion may be considered.
- 5.7. In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before the graduated response process has been completed.
- 5.8. Where a pupil with SEND or SEMH issues is permanently excluded because of a SEND- or SEMH-related need that could not be met at the Poplar House School, detailed records will be kept highlighting that these pupils are closely tracked and showing that the Poplar House School has a close relationship with the pupil's next destination.
- 5.9. The Headteacher, Executive Head Teacher and / or Director of Education will work in conjunction with the relevant stakeholders of any pupil with additional needs to establish the most effective support mechanisms.

6. Duty to inform relevant stakeholders

- 6.1. The Headteacher, Executive Head Teacher and / or Director of Education will inform the relevant stakeholders of a pupil under investigation for an incident that may result in exclusion as soon as is reasonably practical.
- 6.2. When a decision is made to exclude a pupil, the Lead Teacher, Regional Headteacher or Head of Education will immediately inform all relevant stakeholders, in person or by telephone, of the period of the exclusion and the reasons behind this.
- 6.3. The Headteacher, Executive Head Teacher and / or Director of Education will inform the pupil's relevant stakeholders via written communication of the following:

- The reason(s) for the exclusion
 - The details of the incident(s) that led to the exclusion
 - The length of the fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent
 - The arrangements to allow the pupil to work at home, where appropriate
 - The pupil's rights to enter the Poplar House School premises during the exclusion
 - Their right to raise any representations about the exclusion to the Director of Education or the CEO of Your Chapter, including where a deadline applies, how the pupil will be involved in this and how the representations will be made
- 6.4.** If the Headteacher, Executive Head Teacher and Director of Education has decided to exclude the pupil for a further fixed period following their original exclusion, or to permanently exclude them, they will notify the pupil's relevant stakeholders without delay and issue them with a new exclusion notice.
- 6.5.** If a pupil with SEND has been excluded, the Headteacher, Executive Head Teacher and Director of Education will ensure that:
- Any alternative provision is arranged in consultation with the pupil's relevant stakeholders, who can request preferences.
 - When identifying alternative provision, any EHC plan is reviewed or the pupil's needs are reassessed, in consultation with the pupil's relevant stakeholders.

7. Disciplinary meeting

- 7.1.** The Headteacher, Executive Head Teacher and Director of Education will decide if a disciplinary meeting is required to address breaches of the Poplar House School's Behavioural Policy or other policies where exclusion is considered necessary.
- 7.2.** The pupil and their relevant stakeholders will be requested to attend the disciplinary meeting and they will be provided with the opportunity to provide their views of the complaints made.
- 7.3.** A member of staff will be chosen by the pupil to accompany them in the meeting if requested.
- 7.4.** At the meeting, the Headteacher, Executive Head Teacher and Director of Education will ensure the following documents are available:
- A statement detailing the incident(s) and complaints against the pupil
 - The report compiled as part of the investigation
 - Any relevant correspondence, e.g., written statements
 - Relevant documents from the pupil's school file
 - A copy of this policy
- 7.5.** The Headteacher, Executive Head Teacher and Director of Education will not be required to share confidential information, or the identities of pupils or others who

have provided information that has formed part of the evidence against a pupil, with parents.

- 7.6. The Headteacher, Executive Head Teacher and Director of Education will decide based on the evidence presented at the meeting and representations made by and on behalf of the pupil whether further investigation is needed, or whether the complaint has been proved or disproved on the balance of probability.
- 7.7. If the complaint is proved, the Headteacher, Executive Head Teacher and Director of Education will inform the pupil and their relevant stakeholders of the possible disciplinary actions, and a decision will be given within 24 hours.
- 7.8. If the pupil's relevant stakeholders request a review by the Director of Education or CEO of Your chapter, the pupil will remain suspended until the relevant person has concluded the process.

8. Reviewing exclusions

- 8.1. The Director of Education or CEO of Your Chapter will consider any representations made by the pupil's relevant stakeholders in regard to exclusions that are received in writing within three working days of notification – representations made after the deadline will be considered only at the discretion of the Director of Education.
- 8.2. The relevant stakeholders' representation will state the basis on which they are seeking a review and the resolution they want.
- 8.3. The Director of Education or CEO of Your chapter will decide if a review is warranted based on the representation – a simple disagreement with the Headteacher, Executive Head Teacher and Director of Education decision will not typically be considered sufficient grounds for a review.
- 8.4. The Headteacher, Executive Head Teacher and Director of Education will ensure appropriate arrangements are in place for the review if the pupil has SEND or the relevant stakeholders have any disabilities that necessitate additional facilities or adjustments.
- 8.5. When a review is granted, the Head of Education or CEO of Your Chapter will select a three-member panel.
- 8.6. The members of the panel will not have prior knowledge of the details of the case or be familiar with the pupil or their parents.
- 8.7. The pupil's relevant stakeholders will be notified before the review of the chosen members for the panel, and the Director of Education or CEO of Your Chapter will consider any objections raised.
- 8.8. The review will take place within 10 working days of submission of the parents' representations during term time.
- 8.9. The chair of the panel will decide if new information provided by either side is allowed to be considered.

- 8.10. The panel will examine the evidence provided by both sides and the representations made and will decide if the original decision stands or whether the Headteacher, Executive Head Teacher and / or Director of Education should reconsider their decision with recommendations made, e.g., to reduce the severity of the punishment.
- 8.11. A review meeting is a private procedure and all those involved will keep the proceedings confidential, subject to law.
- 8.12. In attendance at the review meeting will be the members of the panel, an appointed clerk, the Headteacher or the Executive Head Teacher or the Director of Education, the pupil and their parents, and any relevant staff member requested by the pupil, or their relevant stakeholders agreed upon by the Headteacher, Executive Head Teacher and / or Director of Education. The procedures of the review meeting will be informal, fair and follow the requirements of natural justice.

9. Reaching a decision

- 9.1. The panel will consider how the decision was reached and if the facts of the case were sufficiently proved – the civil standard of proof will apply.
- 9.2. The panel will decide if the disciplinary action was proportionate to the complaints made against the pupil.
- 9.3. The pupil and their relevant stakeholders will be informed that if they are unhappy with the procedure of the review, they should raise their concern to the chair of the panel at the time and ask the clerk to note their concern.
- 9.4. Once all issues have been considered, the panel will reach its decision and make its recommendations, which will be communicated in writing, with justifications, to the Headteacher or Executive Head Teacher or Director of Education and the pupil's relevant stakeholders by the chair of the panel within three working days of the meeting.
- 9.5. The Headteacher, Executive Head Teacher and / or Director of Education will respond to the recommendations within 24 hours of notification. This decision will be final.
- 9.6. The Headteacher or Executive Head Teacher or Director of Education will consult with the pupil's relevant stakeholders before determining the leaving status of the excluded pupil, in line with the policies of Educ8, and any additional arrangements, e.g., the form of reference which will be supplied for the pupil.

10. Monitoring and review

- 10.1. This policy is reviewed every 3 years as a minimum. However, where there are changes to legislation/guidance or in response to recommendation from any significant incident, review of the policy will take place immediately.
- 10.2. The next scheduled review date for this policy is July 2025.

All members of staff will be required to familiarise themselves with this policy as part of their induction programme

