

<b>Last review: September 2020</b>
<b>Review date: September 2021</b>
<b>Signed By:</b>
<b>Approval Committee: Governing Body</b>



**GILLINGHAM SCHOOL**

**Hardings Lane, Gillingham**

**Dorset SP8 4QP**

**EXCLUSIONS POLICY**

At Gillingham School exclusion from the school community is used as a last resort and for the shortest time possible. It is not a punitive measure but a planned intervention initiated by the Head Teacher or, in their absence, the Deputy Head when it is felt that it is unsafe for a student to be in school, and when other strategies have failed. It is done in the interests of a student's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the student.

Although exclusion is a tool that may be used it is normally kept to a maximum of 2-3 days (exclusion are most frequently set at 1 day) as we feel that 1-3 days represents enough time for a student to reflect on their behaviour.

The length of the exclusion will relate to the age, specific needs of the student and will take into consideration previous behaviour. The school will work with parents / carers and the student to prevent exclusion and will only exclude under severe or extreme circumstances. Wherever possible exclusions are not used as an instant reaction for a serious incident.

### **Reintegration meetings after exclusion**

We arrange a re-admission meeting usually on the day of the student's return to school from exclusion. This should involve and/or the Head of Year/SLT link, the student and their parents/carers. If this is not possible the meeting will take place prior to the student's return. It is important that the meeting takes place before the student returns to Gillingham School.

At the meeting we will discuss the reasons behind the exclusion and how we can all work together to ensure a successful return to school.

Both the parent or carer and the student should attend this meeting, which is usually held at Gillingham School. Parents/carers are invited to bring a friend for support or someone who might help discuss the student's welfare (e.g. someone from an advocacy group, an interpreter or a signer). Parents/carers are asked to let the school know who they would like to attend.

### **Malicious accusations against school staff**

Where a child has been proved to have made a malicious accusation against a member of the school staff, sanctions may be made. This is in line with current government recommendations set out in *Ensuring Good Behaviour in Schools: Guidance for Governing Bodies, Head teachers, School Staff and Employers*.

The decision on how to proceed should be dealt with sensitively and according to circumstances. In order not to deter genuine allegations from being made by children, the child found to have made a malicious accusation should:

- Be offered confidentiality *and may (according to the circumstances):*
- Receive counselling to help identify the reasons why they made the allegation
- Be excluded
- Possibly face criminal proceedings

Government guidance on how staff against whom a malicious allegation has been made, should be treated, states that:

“Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references”.

### **Use of reasonable force**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. ‘Reasonable in the circumstances’ means using no more force than is needed. It should be used as a last resort.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Restraint means to hold back physically or to bring a pupil under control. In more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Colleagues should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Colleagues are expected not to block any exit when a student is agitated – only intervene if a child is putting themselves at risk or others.

**For further guidance refer to ‘Use of reasonable force’ Advice for headteachers, staff and governing bodies.**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **APPENDIX 1**

### **Guidance On Setting Sanctions For Serious Misbehaviour, Where Exclusion Is Or May Be Appropriate**

***Sanctions may be applied for Serious Misbehaviour within any school-related activities, which are considered to be:***

- On the school site during the school day
- Any place if involved in extra-curricular activity
- When travelling to or from school, particularly if in uniform or otherwise identified with the school
- In the vicinity of the school during breaks, lunchtimes or immediately pre-or post-school

- Any place if truanting
- Any place outside the family home during periods of home study leave, particularly if in uniform or otherwise identified with the school
- On the school site at any time
- Any time/any place if behaviour towards school staff is involved

**Factors in deciding within a range:**

- Severity of incident
- Any provocation
- Age/experience of student
- Immediate impact on other students
- Longer term impact on behaviour within the school
- Impact on staff
- Previous conduct history of students
- Other mitigating or aggravating factors
- Particular circumstances pertaining to the student
- Student's response, including honesty, contrition, responsibility for action

**These ranges are intended as a guideline. Each case will be different and it may be appropriate to give longer or shorter exclusions.**

- Combinations of offences are likely to lead to exclusion longer than for a single offence
- Previous history of different sorts of offences may still lead to longer exclusion than for a first offence
- If exclusion is set outside these ranges the reason must be clearly established
- Any justifiable exceptions to these ranges should be noted for future revisions of this document
- Exclusion may be appropriate for offences not covered in this document; these should be noted for future revisions

**Key:**

- LFT = loss of free time (break/lunch)
- SGC xd = 'x days in Student Guidance Centre'
- SGC to xD = 'minimum of 1 or more days in SGC up to maximum of x days of exclusion'
- xD = 'x days of exclusion'. On occasion, 'half day exclusions' will be used. Exclusions will ordinarily not exceed five days in the first instance. Exclusions can be extended 'pending further investigations'
- P = 'Permanent exclusion' (*may include permanent full time placement in alternative provision such as PRU*) or managed move to another school
- 15 days or more exclusion in one academic year may lead to a 'managed move' on In year Fair Access (IYFA) referral

**NB: Items shown in red apply to 6<sup>th</sup> from students only.**

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
Offensive language – overheard repeatedly, without immediate apology	SGC to 3D	2D to 5D then increase if repeated
Offensive or insulting language directed at staff	2D to 5D	5D
Refusal to accept a reasonable instruction or to cooperate with a member of staff – (lack of cooperation can include lying)	SGC to 3D	2D to 5D then increase if repeated; could lead to P
Persistent disruption to teaching and learning, including unwarranted demands on staff time and energy	SGC to 2D	2D to 5D then increase if repeated; could lead to P
Threats to staff	Normally 5D to P	P
Graffiti	SGC to 3D  (5D+ if personal comments included)	3D to 5D then increase if repeated  (7D+ if personal comments included)
Vandalism/deliberate damage	SGC to 5D	5D to 12D then increase if repeated
Theft	1D to 5D	5D to P
Serious verbal assault against another student	SGC to 3D	2D to 5D
Threatening behaviour causing a student real fear of violence	SGC to 3D	2D to 5D
Failure to take clear opportunity to avert serious violent or unacceptable behaviour	SGC to 3D	2D to 5D
Minor violence towards another student, for example throwing one punch or a deliberate kick	SGC to 3D	2D to 5D then increase if repeated; could lead to P
Failure to report others' possession of a bladed item	SGC to 5D	
Carrying a bladed item	5D to Permanent - (5D for minor incidents or/ if mitigating circumstances are accepted) or P	P
Carrying/Displaying in public / Threatening to use or using a bladed item	P	P
More serious violence towards other students, for example fighting or physical bullying	1D to 5D (if exclusion not appropriate then SGC 5D)	5D to P
A planned fight or assault	5D	10D to P
Violence towards staff	Likely to be P; 5D + extended SGC placement maybe considered for minor	P

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
	incidents or if 'mitigating' circumstances are accepted	
Single incident of low-level bullying	SGC to 3D	1D to 5D
Persistent or serious bullying (including cyber bullying)	2D-5D	2D-5D then could lead to P
Consistent refusal to work acceptably in class	Suggested conclusion: SGC/AP programme	1D to 5D / managed move
Consistent disruption of others' learning	Suggested conclusion: SGC to 3D/AP programme	1D to 5D / managed move
Consistent refusal to accept the uniform code	All free time removed/ long-term SGC until improved - meeting with parents/carers	SGC
Inappropriate sexual behaviour or comments	Suggested conclusion: 1D to 5D	1D-5d; could lead to P
Racist abuse	SGC to 5D	1D to 5D
Abuse of a member of staff outside school	1D to 5D	Normally P
<b>Computing and online</b>		
Taking photos, video or recording of staff without permission	SGC, 1D-3D	3-5D; could lead to P
Uploading photos, video or recording of staff on internet or other medium without permission	1D-5D to P; loss of ICT privileges	Likely to be P; loss of ICT privileges
Inappropriate use of or damage to school computer equipment, software or network (minor incidents)	SGC to 2D; loss of ICT privileges	2D to 5D; loss of ICT privileges
Inappropriate use of or damage to school computer equipment, software or network (serious incidents leading to disruption to the smooth running of equipment or the network)	1D-5D	If smooth running of network affected; could lead to P; loss of ICT privileges
Minor inappropriate activity online including email or social media sites	SGC to 2D; loss of ICT privileges	2D to 5D; loss of ICT privileges
Out-of-school online activity which creates upset/ anger/ discord/ misbehaviour etc within school	SGC-5D; loss of ICT privileges	1D to 5D
Abuse of staff online including email or social media sites/ misuse of staff information on line	Min 3D; loss of ICT privileges	5D - P
<b>Tobacco / smoking / e-cigs (vaping)</b>		
Possessing/acquiring tobacco		

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
or smoking paraphernalia (including e-cigs/vaping)	LFT1 & inform parents-2d 6 <sup>th</sup> form: Warning	1D-3D 6 <sup>th</sup> form: HoY det-1d-2d
Using tobacco, e-cigs/vaping or other smoking related products <u>and / or</u>	SGC-2D 6 <sup>th</sup> form: Warning/HoY det	1D-5D 6 <sup>th</sup> form: 1d-5D (+ agency referral?)
Supplying/encouraging others with tobacco, e-cigs/vaping or other smoking-related products <u>and / or</u>		
Promoting/ importing a culture of smoking/vaping/failure to report others' possession/use		
<b>Alcohol (includes anything believed to be or passed off as alcohol)</b>		
Possessing/acquiring alcohol	SGC-3D	3D-5D 6 <sup>th</sup> form: 1D-15D
Using alcohol or alcohol-related products <u>and / or</u>		
Supplying/encouraging others with alcohol or alcohol-related products <u>and / or</u>		
Promoting/importing a culture of alcohol/failure to report others' possession/use		
<b>Illegal Drugs, Legal Highs, Misuse of Medicinal Drugs, Solvents, (includes any substances presumed to be or passed off as any of these)</b>	<i>Note that, at time of writing, legislation is being considered in relation to 'legal' highs under which the default would be to consider all of these substances illegal</i>	
Possessing/acquiring illegal drugs or 'legal highs'	5D-P (managed move. Agency referral)	P
Possessing/acquiring medicinal drugs other than for intended use, particularly psycho-active effects	5D-P (agency referral) 5D-P (agency referral)	P P
Using illegal drugs or 'legal highs'	P P	- -
Using medicinal drugs other than for intended use, particularly psycho-active effects	5D-P (agency referral) 5D-P (agency referral)	P P
Supplying/encouraging	5D-P (managed move.	-

NATURE OF BEHAVIOUR	FIRST OFFENCE	REPEATED OFFENCE
<u>others</u> illegal drugs or 'legal highs'	Agency referral) P	-
<u>Supplying/encouraging others</u> medicinal drugs other than for intended use, particularly psycho-active effects	5D-P (managed move)	P P
<u>Promoting/importing a culture</u> of illegal drugs or 'legal highs'	2D-5D 2D-5D	5D-P (managed move)
<u>Promoting/importing a culture</u> of medicinal drugs other than for intended use, particularly psycho-active effects	2D-5D 2D-5D	5D-P (managed move)
<u>Failure to report</u> others' possession, use, supply or promotion of these substances <i>Judgement is needed here, as the likelihood of the culprit being permanently excluded can act as a perverse incentive, discouraging some students from abiding by this.</i>	1D-5D 1D-5D	5D-P (managed move) 5D-P
Possessing or dealing in illegal drugs (may include 'legal high')	P	



## APPENDIX 2

# Policy and Procedure regarding Tobacco, Alcohol, Drugs and Related Substances & Items

### Policy Overview

- The school believes that each of these substances has potential to cause harm to young people
- The school believes that young people should be educated about these substances
- The school believes that young people should not have their learning or well-being affected by the behaviour of others due to these substances in school or during school-related activities
- The school believes that young people should not have their learning or well-being affected by feeling under pressure to engage with these substances in school or school-related activities
- Additional protections and restrictions applied to under-18s in law in relation to these substances support these beliefs
- The school believes that young people should exercise care for others who are engaging with these substances and therefore at risk, by reporting any instances of which they become aware
- The school believes that young people should exercise care for the security and wellbeing of the school community as a whole, by reporting any instances of which they become aware

Consequently, the school operates a **'zero tolerance'** policy to the possession, use, supply and promotion of any of these substances. If a student is found to have contravened this policy they will receive an appropriate sanction, guided by our sanctions 'tariff'.

In the case of illegal drugs or 'legal' highs, it is the policy of the school to permanently exclude any student who is found to have imported drugs or 'legal' highs into school or school-related activities – unless there are very substantial mitigating circumstances in the view of the Headteacher (examples of this would be: compelling evidence is produced that the substance was planted on someone without their knowledge; compelling evidence makes it likely that someone was put under extreme pressure to carry the substance on behalf of another; significant and serious safeguarding concerns). If, in the view of the Headteacher, it is decided that mitigating circumstances do apply, then the school will implement a comprehensive substance education and reintegration programme. In these circumstances, students will be placed out of mainstream lessons for a significant amount of time. They will be instructed to engage with external counselling, clear attendance targets will be set alongside tangible learning goals. The Headteacher may also consider the potential benefit of a 'managed move' ahead of any permanent exclusion – this will be organised alongside the local

authority. If the managed move is successful, no permanent exclusion will be issued and the student will be taken off roll. If unsuccessful, then the school may still issue a permanent exclusion depending on the individual concerned.

The school recognises the need to deal with each incident individually and sensitively. The school is committed to the health and well-being of our pupils and believes that maintaining a substance-free environment – as far as is possible – is in the interests of the entire community. The school maintains a very supportive pastoral system and a substance education programme. Any student who requests help with tobacco, alcohol or drug-related problems will be supported to find help, including from outside agencies, and will not be subject to sanctions for this request. Nonetheless, this does not exempt them from abiding by the school's rules.

The school's non-acceptance of drugs is also reflected in the Gillingham School Code and Sixth Form Code, both of which have been written and agreed by students themselves. Although periodically updated in detail, the general tenure of this policy has been in place for many years, and has been widely supported by governors, students, staff and parents. Opportunities to discuss or review the Policy are provided periodically within meetings of the Governing Body, in staff meetings and in Year and School Councils. At the time of writing the school has received very few requests to alter the policy, but many comments supporting it.

There are a limited number of circumstances in which this policy varies (within the law) for 6<sup>th</sup> form students – see red items and later section.

## **Scope**

This policy applies to the following substances/actions:

- Tobacco / smoking / e-cigs (vaping)
  - Possessing/acquiring tobacco or smoking paraphernalia (including e-cigs/vaping)
  - Using tobacco, e-cigs/vaping or other smoking related products
  - Supplying/encouraging others with tobacco, e-cigs/vaping or other smoking-related products
  - Promoting/importing a culture of smoking/vaping
  - Failure to report others' possession, use, supply or promotion of these substances
  
- Alcohol (includes anything believed to be or passed off as alcohol)
  - Possessing/acquiring alcohol
  - Using alcohol or alcohol-related products
  - Supplying/encouraging others with alcohol or alcohol-related products

- Being in a public house, bar, or similar licensed premises, during the school day, unless for an exceptional, acceptable purpose with explicit staff permission (eg final leaving day of year 13) – whether drinking alcohol or not
  - Promoting/importing a culture of alcohol
  - Failure to report others' possession, use, supply or promotion of these substances
- Illegal Drugs, Legal Highs, Misuse of Medicinal Drugs, Solvents (includes any substances presumed to be or passed off as any of these)
    - Possessing/acquiring illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use
    - Using illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use
    - Supplying/encouraging the use of illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use
    - Promoting/importing a culture of illegal drugs, 'legal highs', solvents or medicinal drugs other than for intended use, including possessing paraphernalia associated with these (eg bongos, syringes, rolling papers)
    - Failure to report others' possession, use, supply or promotion of these substances

Note: 'importing of culture' includes displaying slogans and images promoting the use of substances, boasting about use (whether true or not), possessing paraphernalia, promoting others' use, passing a substance off as something it isn't (e.g. tobacco as cannabis; paracetamol as an illegal drug etc.).

This policy applies to any school-related activities, which are considered to be:

- On the school site during normal term-time school days
- Any place if involved in extra-curricular activity
- When travelling to or from school, particularly if in uniform or otherwise identified with the school
- In the vicinity of the school during breaks, lunchtimes or immediately pre-or post-school
- Any place if truanting
- Any place outside the family home during periods of home study leave, particularly if in uniform or otherwise identified with the school
- On the school site at any time, including evenings, weekends, night-time, school holidays.

## APPENDIX 3

### Policy and Procedure regarding Bullying

At Gillingham we understand bullying to be a wilful, conscious desire to hurt, threaten, frighten or intimidate someone. It can be any bullying that focuses on a student's protected characteristics eg race, religion. It can be physical or verbal and includes hitting, name calling, teasing, blanking, threatening messaging and racial or sexual harassment, including sexting and homophobic or transgender comments. It may also include threatening behaviour, looks and sarcastic comments.

All students are expected to comply with the school's internet and ICT 'Acceptable use policy'. Where out of school incidents of on line bullying occur yet impact on school life the school will endeavour to intervene where appropriate.

Gillingham school's approach to preventing and responding to Bullying involve establishing and maintaining high quality behaviour management throughout the whole school with the support of parents and stakeholders.

We also note that when students occasionally argue or fall out, although this can be unpleasant, is not necessarily bullying as described above. Such incidents will be dealt with through the usual pastoral team channels. Provocative victims are students who provoke others and then react to their response without regarding their own behaviour. In this case both parties will be subjected to the same preventative work and sanctions.

Students who are bullied are instructed not to react aggressively but to walk away and report the incident to the Pastoral Hub, their tutor or pastoral team.

### Preventative approaches to tackling bullying

- Our school Principles, written and agreed by our students are 'We treat everyone with kindness and respect' and 'We have the right to feel safe and happy' are central to everything we do
- Detailed anti bullying logs form accurate records of incidents enabling the school to identify any patterns or repeated behaviour and to subsequently react appropriately
- Students are made aware of the next steps should they be victims of bullying
- As part of our SMSC curriculum students experience lessons on friendship, communication, tolerance and kindness
- Students are encouraged to use the slogan '**Stop**' means '**Stop**'
- Trained peer to peer mentoring programme providing targeted support
- Trained Anti bullying student ambassadors will provide support and escalate where appropriate
- Regular Year Group assemblies that reinforce our School Principles and British values

- Professional development for all staff with regard to behaviour management is continuous and rigorous.
- Investment in improved break and lunchtime supervision
- Co-Created behaviour agreements written and agreed to by both parties and facilitated by a member of staff.

## **Procedures for any students who wish to report a bullying incident**

- Any witness or victim of bullying should immediately confide in a member of staff, this could be the pastoral hub team, tutor, AHOY, HOY or their safe person. Alternatively (for Year 7), they can use an online reporting tool available in the Pastoral Hub which will be acted upon by the Anti Bullying Ambassadors and relevant staff member
- The victim should be reassured that the school community disapproves of this unacceptable behaviour
- The victim and any witnesses will be asked to produce a written statement detailing names, times, location etc
- On receiving the written statements and collection of available evidence along with a discussion with the perpetrator a decision will be made by the members of staff dealing with the incident
- A first low level offence would usually warrant a warning.
- A repeat low level offence or more serious first offence would usually warrant a period of time in the Schools Guidance Centre. At this point it may be deemed appropriate to generate a Co-Created behaviour agreement between both parties.
- Repeated offences or a single serious incident could result in a fixed term exclusion and a Co-Created behaviour agreement.