

Last review: September 2025
Review date: September 2026
Signed: PN/MM/TS
Approval Committee: Governing Body



EXCLUSIONS POLICY

Gillingham School

Hardings Lane, Gillingham

Dorset, SP8 4QP

Exclusions Policy – Gillingham School

1. Purpose

This policy outlines the procedures and principles for suspensions and exclusions at Gillingham School, a secondary maintained school in Dorset. It ensures that exclusions are used appropriately, fairly, and in line with statutory guidance, while reflecting the school's values of ambition, kindness, and safety.

2. Legal Framework

This policy is based on the Department for Education's statutory guidance: 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England' (August 2024). It also aligns with the Education Act 2002, the Education and Inspections Act 2006, and the Equality Act 2010.

3. Roles and Responsibilities

The Headteacher is responsible for decisions regarding suspensions and exclusions. In their absence, this responsibility lies with the Deputy Head. The Governing Board reviews exclusions and ensures that the policy is implemented fairly and consistently. Parents/carers are expected to support the school's behaviour expectations and attend reintegration meetings following exclusions.

4. Exclusions Procedures

Suspensions are used as a last resort and for the shortest time possible, typically 1–3 days. In exceptional cases, suspensions may last up to 5 days. Permanent exclusions are considered only for serious breaches of the behaviour policy or where the continued presence of the pupil would seriously harm the education or welfare of others.

All exclusions are recorded and communicated to parents/carers. A reintegration meeting is held before the pupil returns to school. In some cases, directed off – site provision may be considered. The school follows a graduated response to behaviour, with interventions and support prior to exclusion.

5. Parental Rights

Parents/carers have the right to be informed promptly of any exclusion and the reasons for it. They may request a meeting with the Headteacher and have the right to make representations to the Governing Board. In the case of permanent exclusions, parents may request an independent review panel.

6. Review Process

This policy will be reviewed annually by the Governing Board. The review will consider changes in legislation, guidance, and school context. Behaviour and exclusion data will be monitored to ensure the policy is applied fairly and supports the school's inclusive ethos.

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
- Whether the behaviour contravenes any laws – eg the Equality Act
- 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/**natural consequences**)
- 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

Note: The particular needs and circumstances of the student will be taken into account in applying the stated tariffs below, including SEND, in a way that is mindful of our school values, attachment aware approach, severity and impact of the offence.

NATURE OF BEHAVIOUR NB: Items shown in red apply to 6th from students only.	FIRST OFFENCE	REPEATED OFFENCE
In addition to the sanctions below, any behaviour which may include a breach of the Equality Act will be documented as such. Discrimination in any form relating to disability, race, sex, sexual orientation, gender, pregnancy, marriage or civil partnership falls under this category.		
Sexual harassment	Suggested conclusion: 1D to 5D	1D-5D; could lead to P

Racist abuse	1D to 5D	1D to 5D; could lead to P
Abuse based on gender or sexual orientation	1D to 5D	1D to 5D; could lead to P
Abuse based on disability	1D to 5D	1D to 5D; could lead to P
Offensive language – overheard repeatedly, without immediate apology	SGC to 3D	2D to 5D then increase if repeated
Offensive or insulting language directed at staff	1D 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 2D / P in extreme circumstances	2D to 5D / P in extreme circumstances
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	1D to 5D	5D to P
Violence towards staff	Likely to be P; 5D + extended SGC placement maybe considered for minor incidents or if 'mitigating' circumstances are accepted	P

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
Abuse of a member of staff outside school	1D to 5D	Normally P
Sharing a toilet cubicle	1D	1D to 2D
Computing and online		
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
Tobacco / smoking / e-cigs (vaping)		
<u>Possessing/acquiring</u> tobacco or smoking paraphernalia including vapes	Permanent confiscation and inform parents 6th form: Warning	1D-3D 6th form: HoY det-1d-2d
<u>Using</u> tobacco, vapes or other smoking related products and / or	SGC 6th form: Warning/HoY det	1D-5D 6th form: 1d-5D
<u>Supplying/encouraging others</u> with tobacco, vapes or other smoking-related	SGC 6th form: Warning/HoY det	1D-5D 6th form: 1d-5D

products <u>and / or</u>		
Promoting/ importing a culture of smoking/vaping/failure to report others' possession/use	SGC 6 th form: Warning/HoY det	1D-5D 6 th form: 1d-5D
Alcohol (includes anything believed to be or passed off as alcohol)	Incidents below will also result in an agency referral	
Possessing/acquiring alcohol	SGC-3D	3D-5D 6 th 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		
Illegal Drugs, Legal Highs, Misuse of Medicinal Drugs, Solvents, (includes any substances presumed to be or passed off as any of these)	<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> Incidents below will also result in an agency referral	
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/managed move) 5D-P (agency referral)	P P
Using illegal drugs or 'legal highs'	P (agency referral) P	- -
Using medicinal drugs other than for intended use, particularly psycho-active effects	5D-P (agency referral/managed move) 5D-P (agency referral)	P P
Supplying/encouraging others illegal drugs or 'legal highs'	5D-P (managed move. Agency referral) P	- -
Supplying/encouraging others medicinal drugs other than for intended use, particularly psycho-active effects	5D-P (managed move)	P P
Promoting/importing a culture of illegal drugs or 'legal highs'	2D-5D 2D-5D	5D-P (managed move)
Promoting/importing a culture 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	
Mobile Phones and other smart devices (the sanctions below also relate to earbuds/smart watch)		
Pouch in school, phone left at home OR No phone in school card left at home	LFT: Natural Consequences	LFT: HOY
Attempting to open pouch during school day (pouch still locked)	LFT: HOY Phone confiscation – parents pick up.	SGC Phone confiscation – parents arrange pick up from HOY.
Deliberate damage to pouch but still operational	LFT: HOY Phone confiscation – parents pick up.	SGC Phone Confiscation – parents arrange pick up from HOY.
Deliberate damage to pouch – not operational	SGC Phone confiscation - parents pick up. Parents purchase new pouch /sign agreement that student will not bring phone to school.	SGC to 1D Phone confiscation – parents arrange pick up from HOY. Parents purchase new pouch / sign agreement that student will not bring phone to school.
Phone in school – not in pouch and not handed in to tutor	SGC Phone confiscation – parents to pick up.	SGC to 1D Phone Confiscation – parents arrange pick up from HOY.
Phone in pouch but not locked	SGC Phone confiscation – parents to pick up.	SGC to 1D Phone Confiscation – parents arrange pick up from HOY.
Pouch frequently forgotten but phone handed in	LFT: Natural consequences Phone confiscated – parents to pick up.	LFT: HOY Phone confiscated – parents arrange pick up from HOY.
Pouch is lost but phone handed in	LFT: Natural consequences Parents purchase new pouch/sign agreement that student will not bring phone to school.	LFT: HOY Parents purchase new pouch/sign agreement that student will not bring phone to school.
Student's placing dummy phone / calculator in pouch	SGC Phone confiscation – parents to pick up.	SGC - 1D Phone confiscation – parents arrange pick up from HOY.
In possession of an unlocking station or magnet with strength to unlock the pouch	1D	1D

Refusal to hand over phone for confiscation	1D Parents contacted. Phone to be handed over to HOY for agreed period daily.	ID SGC – 1D Meeting with parents. Temporary pouch issued with tutor carrying out daily checks.
Phones or headphones in use or on show in any space outside of Sixth Form Study centres and Sixth Form canteen	LFT: Natural consequences (HOY) Confiscation – student collect from HOY	LFT: HOY Confiscation. Parent to collect from the office. Temporary pouch with tutor carrying out daily checks
Assisting lower school student to breach phone policy (unlocking phones/looking after a phone)	SGC Parents contacted. Removal of sign out privileges for a set time. 6 th form contract	SGC – 1D Meeting with parents. Extended loss of privileges.