



**British International School
of Timisoara**

We Provide the Foundation on Which Our Children Can Flourish

School Policies

School Suspension/Exclusion policy

Approved by:	Head of School	Date: May 2019
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Last reviewed by:	School Leadership Team	Date: June 2020
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Next reviewed by:	School Leadership Team	Date: May 2021
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School Suspension/Exclusion policy

General

The British International School of Timisoara (BIST) is a coeducational private school following a British based curriculum and accepting children aged between 4 and 16. The school will grow gradually, and we will start admitting children at Key Stage 5 in the academic year 2022 – 2023.

The British International School of Timisoara will offer its students an international experience through a British-based curriculum adhering to the guidelines of the Department for Education in England, Council of British International School and assessed by Cambridge Assessment International Education. Our qualified, internationally experienced and dynamic educators will teach all subjects in English, with the exception of the lessons of Romanian, which are taught by qualified and engaging local teachers.

Our Vision

*We provide the Foundation on which our Children can Flourish
Inspiring our students to Learn and Live with Purpose*

Our Mission

Building a community of learners where students are given meaningful opportunities to learn, experience, grow, succeed and excel in all areas of their academic and personal development

Our Core Values

*We Think, We Explore and We Learn
We Listen, We Respect and We Care
We Speak Up, We Participate and We Strive*

At BIST we want to ensure that all members of our community understand and adhere to our school ethos and values. Rules and regulations will be in place to protect all members of the community and to give everyone equal opportunities for development and progress.

Introduction

The purpose of this policy to set out clear criteria for the exclusion, either temporary or permanent, and the procedures that should be followed regarding any student situation involving a potential exclusion outcome.

Overview

This policy describes the practice that this school follows regarding the exclusion of a child. It recognises that the seriousness of some situations requires an immediate response that cannot always follow the best practice set out in the policy but, in all situations, the rights of children and parents to a full hearing will be respected.

Responsibility

The School Board, the School Leadership Team and all staff at BIST are committed to the provision of a broad and balanced curriculum for all children. They are also responsible for promoting good behaviour and discipline on the part of the whole school community and for securing an orderly and safe environment for children and staff in order to ensure that the curriculum is delivered and children can realise their academic and social potential.

The Head of School has the discretion to deal with children who are displaying challenging behaviour but will do so consistently in the context of the school's Behaviour Policy.

*BIST is committed to child protection and safeguarding and promoting the wellbeing of all students.
We expect staff, parents, volunteers, visitors and the students to share this commitment.*

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The Behaviour Policy and other relevant documents include several different strategies designed to promote the continued inclusion of children into the school. Suspension/exclusion is the most drastic step that any school can take because it runs against the school's commitment to inclusion and is, out of necessity, reserved for the most serious cases.

The decision to suspend/exclude a child must be lawful, reasonable, and fair. Schools have a statutory duty not to discriminate against children based on protected characteristics, such as disability or race. Schools should consider the fair treatment of children from groups who are vulnerable to exclusion.

Suspension/exclusion itself can take many different forms and these may include:

- Time out in another teacher's class 'hotspotting'.
- Lunchtime exclusion (ie: a sanction which may involve a student losing the lunch break play time)
- Fixed term internal suspension.
- Fixed term external suspension.
- Permanent exclusion

All these steps will be clearly connected to the behaviour policy and the clearly identified way in which penalty points can be accrued by a student for unacceptable behaviour. All sanctions and communications about a student and how he or she has come to be considered for a suspension/exclusion action will have been recorded on **Schoolbase**.

Before Considering Suspension/Exclusion

The School recognises that parents/carers are profoundly affected by the suspension/exclusion of their child and will work with them closely to ensure that only in rare circumstances will suspension/exclusion come as a surprise.

In most cases parents/carers will have been working with the school to prevent their child from being suspended/excluded.

Children at risk of being suspended/excluded are likely to have had a history of disaffection and to have had a variety of contracts (Behaviour Action Plans, Behaviour Support Plans, Pastoral Support Plans) before the question of suspension/exclusion arises.

In formulating these plans support services are likely to have been involved, for example the form tutors, the school SEND member of staff, Student Counselling Service etc. In all cases the involvement of these services will be with the consent of the parents/carers and in many instances, parents may have made direct contact with members of the school community to seek guidance and help.

The Head of School's Power to Permanently Exclude

Only the Head of School, in consultation with the School Board and the relevant Heads of School, can permanently exclude a child and this must be on disciplinary grounds. A child may be suspended/excluded for one or more fixed periods (up to a maximum of 15 'fixed' school days in a single academic year), which may lead to permanent exclusion.

A fixed period suspension/exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period suspension/exclusion may be extended or converted to a permanent exclusion.

Children whose behaviour at lunchtime is disruptive may be suspended/excluded from the school lunchroom premises for the duration of the lunchtime period.

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The behaviour of children outside school, during school related activities, can be considered as grounds for suspension/exclusion. This will be a matter of judgement for the Head of School in accordance with the school's published Behaviour Policy.

Children who have Special Educational Needs & Disabilities - SEND

The Head of School must take account of the non-binding UK statutory duties in relation to Special Educational Needs (SEN) when administering the suspension/exclusion process. This includes having regard to the SEN Code of Practice. In those cases where a child who has Special Educational Needs is likely to be suspended/excluded, the school will try every practicable means to avoid the need for suspension/exclusion.

Vulnerable Children

Appropriate steps will be taken to seek to avoid their suspension/exclusion. Student support services will be involved at the earliest opportunity whenever a child seems likely to be suspended/excluded.

Children who are vulnerable or who have faced specific child safeguarding issues have rights of appeal if they are suspended/excluded and the Head of School will take all necessary steps to make sure that these rights are respected and that appropriate information is shared with agencies, parents and carers.

The Run Up to a Possible Suspension/Exclusion

In those cases where a suspension/exclusion seems likely to occur, the school will:

- try to warn parents/carers in writing that the child is at risk of suspension/exclusion;
- if time allows, arrange a meeting with the parents to plan how to support the child and avoid the need for suspension/exclusion;
- take account of the views of the child;
- keep written notes of all verbal warnings to the child and advice to parents/carers;
- involve the student support services and/or other agencies as appropriate.

When to Consider Suspension/Exclusion

Suspension/exclusion will be used sparingly in response to serious breaches of school policy or law. Normally the decision to suspend/exclude a child will only be taken if:

- there have been serious breaches of the school's Behaviour Policy;
- there is a danger that allowing the child to remain in school will seriously harm the education or welfare/health and safety of the child or others;
- a range of alternative strategies has been tried before suspending/excluding the child.

However, a permanent exclusion may be given for a first/single offence, for example in the event of serious, actual or threatened violence, using or selling illegal substances, and posting information online that brings the school's reputation into disrepute.

Before reaching the decision to suspend/exclude or permanently exclude a student, the Head of School will:

- consider all the relevant facts and such evidence as may be available to support the allegations made, considering the school's Behaviour and Equal Opportunities policies and the need to apply those policies consistently;
- allow the child to give his or her own version of events;
- check whether the incident may have been provoked, for example, by racial or sexual harassment;
- consult others, as appropriate.

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If the Head of School is satisfied, on the balance of probabilities, that the child did what he or she is alleged to have done and that exclusion is the appropriate sanction given the nature of the issue, the Head of School may exclude the child (but only in consultation with the School Board)

Fixed Term Suspension/Exclusion

The Head of School can suspend/exclude a child for up to 15 'fixed' days in any one school year.

Individual suspensions/exclusions will be for the shortest time necessary, because any exclusion makes it difficult for the child to reintegrate into the school.

The reasons for fixed term suspensions/exclusion are:

- to make it clear to the child that a behaviour is unacceptable, because it affects not only the right of others to a safe and secure environment but also interferes with the opportunities for learning;
- to support school discipline and to act as a clear statement to all children that certain behaviour is unacceptable;
- to ensure that parents/carers know of the behaviour and are involved in controlling it.

In all cases where a child is suspended/excluded for up to but less than six days, the school will take reasonable steps to set and mark work that is accessible and achievable outside of school; usually through access to Google classroom.

Only in the most exceptional circumstances will the Head of School exclude a child for a first- or one-off offence. Such exceptional circumstances might include carrying an offensive weapon, using or supplying an illegal drug, sexual misconduct or serious actual/ threatened violence against another child or a member of staff, and posting information online that brings the school's reputation into disrepute.

Permanent Exclusion

Permanent exclusion is an extremely serious step to take. The Head of School will normally only consider such action if:

- in response to a serious breach, or persistent breaches, of the school's Behaviour Policy;
- where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school;
- the child has been offered a full range of services and strategies designed to maintain that child's inclusion in school and there is evidence that these have been consistently applied but brought about no significant improvement in the child's behaviour.

Permanent exclusion is usually the final step in the process for dealing with disciplinary offences. It is an acknowledgement by the School that it has exhausted all available strategies for dealing with the child.

Exclusion Procedure

Whenever the decision to suspend/exclude a child is taken, the Head of School must, without delay, notify parents of the period of the exclusion and the reasons for it.

The Head of School must also, without delay, provide parents with the following information in writing:

- the reasons for the suspension/exclusion;
- the period of a fixed period of suspension/exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension/exclusion to the Head of School or School Board and how the child may be involved in this;
- how any representations should be made.

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If alternative provision is being arranged (internal suspension) then the following information must be included:

- the start date for any provision of full-time education that has been arranged for the child during the exclusion; through Google classroom or equivalent;
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the location at which the provision will take place;
- any information required by the child to identify the person he/she should report to on the first day;
- it must be provided without delay and no later than 48 hours before the provision is due to start.

The failure to give notice of the information above by the required time does not relieve the Head of School of the duty to serve the notice. A notice is not made invalid solely because it has not been given by the required time.

Parents/carers must be informed where a fixed period suspension/exclusion has been extended or converted to a permanent exclusion. In such cases the Head of School must write again to the parents explaining the reasons for the change and providing any additional information required.

Effective methods for providing the information may include email or text message; giving the notice directly to the parents; or sending the information home with the suspended/excluded child. Where information is sent home with a child, the Head of School should consider sending a duplicate copy by an alternative method or confirming that the information has been received.

The Head of School should ensure that information provided to parents/carers is clear and easily understood. Where the parents'/carers' first language is not English, consideration should be given, where practical, to translate the letter or taking additional steps to ensure that the details of the suspension/exclusion and parents'/carers' right to make representations to the Head of School or School Board have been understood.

The School Board

The Chair of the School Board has a duty to consider parents'/carers representations about an exclusion. The requirements on the School Board to consider an exclusion depend upon several factors.

- The Chair of the School Board may delegate his functions with respect to the consideration of a suspension/exclusion decision to a sub-committee consisting of at least three members including a member for the SLT;
- The School Board must consider the reinstatement of a permanently excluded child within 15 school days of receiving notice of the exclusion.

Reintegration into School

The Head of School will convene a planning meeting to discuss and make plans for the reintegration of a child after an extended suspension/exclusion. The meeting will make the necessary preparations for the child's return to school and will involve the parents/carers and the child as well as key members of school staff. In some cases, it may be useful to include other agencies if they are directly involved in supporting the child.

The meeting will consider all aspects of reintegrating the child, including any modifications to the timetable or the provision of additional support. Any previous plans will be revised and new targets agreed. If there were no plans prior to the exclusion one will be drawn up. All plans will include elements of a contract between the parties involved so that the child will know how to achieve success, the school will set realistic

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targets and review dates will be set. The meeting will also consider whether the child has SEND and whether enough is being done to support those needs.

National Standard List of Reasons for Exclusions

This list provides descriptors of reasons for exclusions and the main reason for exclusion. The 12 categories should cover the main reasons for exclusions and the 'other' category should only be used in exceptional circumstances:

<p>1. Physical assault against pupil</p> <ul style="list-style-type: none"> • Fighting • Violent behaviour • Wounding • Obstruction and jostling 	<p>2. Physical assault against adult</p> <ul style="list-style-type: none"> • Violent behaviour • Wounding • Obstruction and jostling
<p>3. Verbal abuse/ threatening behaviour against pupil</p> <ul style="list-style-type: none"> • Threatened violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon 	<p>4. Verbal abuse/ threatening behaviour against adult</p> <ul style="list-style-type: none"> • Threatened violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon
<p>5. Bullying</p> <ul style="list-style-type: none"> • Verbal • Physical • Homophobic bullying • Racist bullying 	<p>6. Racist abuse</p> <ul style="list-style-type: none"> • Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
<p>7. Sexual misconduct</p> <ul style="list-style-type: none"> • Sexual abuse • Sexual assault • Sexual harassment • Lewd behaviour • Sexual bullying • Sexual graffiti 	<p>8. Drug and alcohol related</p> <ul style="list-style-type: none"> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Smoking • Alcohol abuse • Substance abuse
<p>9. Damage</p> <ul style="list-style-type: none"> • Vandalism • Arson • Graffiti 	<p>10. Theft</p> <ul style="list-style-type: none"> • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
<p>11. Persistent disruptive behaviour</p> <ul style="list-style-type: none"> • Challenging behaviour • Disobedience • Persistent violation of school rules 	<p>12. Other</p> <p>Includes incidents that are not covered by categories 1-11 but this category should be used sparingly</p>

Review

This policy will be reviewed by members of the School Board and School Leadership Team on yearly basis, or every time there is a change in legislation.