



Wycliffe Church of England Primary School

Exclusion Policy



Ratified by the governing body: Dec 2020

To be reviewed on: Dec 2021

Vision Statement

“Life in all its fullness” (John 10:10)

Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This will be flexible and cater to individual needs and develop a love for learning through which all members can flourish. Our priority is to nurture habits and accountability which lead to sustainable development and responsibility.

COVID: Return to schools guidance

The guidance document issued to schools titled Guidance for full opening: schools was produced by the Department for Education to help schools understand how to approach reopening after the shutdown. It includes a section on “behaviour expectations” which explains how schools should view disruptive behaviour and avoid resorting to exclusion where appropriate. It states:

It is likely that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

This guidance makes clear that schools should consider alternative approaches in light the disruptions to SEND provision set out above.

In addition, children without SEND or whose SEND is not identified may still have faced disruptive, traumatic and adverse childhood experiences in lockdown that will impact on their behaviour in a way that is outside of their control. This must be factored into a headteacher’s decision making and can be highlighted to argue to the school’s governors that an exclusion was not appropriate in the circumstances.

If you are supporting someone who has been excluded during or following adverse experiences in lockdown, you can download the Suggested Wording: adverse experiences during Covid-19. You can use this to write to the headteacher to ask them to withdraw an exclusion, or to include in arguments to the school's governors to challenge a school exclusion.

Exclusion Policy

Wycliffe CE Primary School seeks to avoid exclusions and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed over time.

This policy should be read in conjunction with the school's Behaviour Policy.

In most cases, exclusions will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Headteacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child (which is deliberate and/or causes serious injury).
- Extreme verbal abuse of staff.
- Serious challenge to authority.
- Absconding from the school building, or site.
- Vandalism.
- Persistent bullying (see Anti-Bullying Policy).
- Bringing weapons onto the school site.
- Use or possession of illegal substances/materials in school.
- Arson.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

Exclusion

Each individual situation will be investigated according to need. The Headteacher will gather evidence; seek opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, **on balance of probabilities**, the pupil did what he or she is alleged to have done; the Headteacher may exclude the pupil

Managing serious or persistent problems

- We accept that it is the behaviour that is the problem and not the child.
- The behaviour of children giving cause for concern will be assessed.
- Triggers or antecedents will be established.
- Individual programmes will be planned to help modify inappropriate behaviour.
- The child may be referred to the Behaviour Support Service for additional support, e.g. anger management training.
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Individual Education/Behaviour Support Plans

These will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices.

They will:

- Identify objectives and address one at a time.
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours.
- Emphasise teaching the child alternative positive behaviours.
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, red card etc.
- Include some form of self-assessment e.g. chart to grade own behaviour during a session, to encourage responsibility for own behaviour.

Classroom

Teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled.

The aim of our Behaviour Policy is:

- To help pupils realise the appropriate behaviours and provide strategy/guidance on putting it right.
- To promote positive behaviour.

To help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour.

To support good behaviour we have a clear process that is shared with the children. The school rules and 'class code of conduct' apply across all aspects of life in school. These are regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour and reviewed to ensure consistent use across the whole school.

Types of Exclusion

1. Internal Exclusion

It is the decision of the Headteacher, or Deputy Head in their absence, as to whether to implement an internal exclusion following a red card (see Behaviour Policy). This will mean that the pupil will remain in school, in isolation with a member of the Senior Leadership Team for the remainder of the day or time period deemed appropriate. Parents will be informed of an internal exclusion and arrangements will be made for the child to enter school via a different door on the day of the internal exclusion.

2. Fixed Term Exclusion

The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year.

A fixed term exclusion is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed such as:

- Violence towards an adult or child (which is deliberate and/or causes serious injury).
- Extreme verbal abuse of staff.
- Absconding from the school building, or site.
- Vandalism.
- Persistent bullying (see anti-bullying policy).
- Bringing weapons onto the school site.
- Use or possession of illegal substances/materials in school.
- Serious challenge to authority.

Parents will be informed of the fixed term exclusion which will range from 1 – 3 days depending on the timescale needed in order to make changes to the provision for the child's return. Parents, child and school staff will be invited for a reintegration meeting, usually on the pupil's first morning back into school so that an appropriate plan can be agreed.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises and should not be out in public. The supervision during the fixed term exclusion is the responsibility of the parents/guardians.

School will provide suitable work to be completed during the fixed term exclusion and should be handed in at the reintegration meeting and it will then be marked by the class teacher.

3. Permanent Exclusion

Permanent exclusion is very rare as it is a very serious matter and is never undertaken lightly.

Only the Headteacher, or Deputy Head in their absence, can permanently exclude a pupil. The Headteacher may decide to permanently exclude a pupil only when s/he is sure that:

- The pupil has seriously breached the school's behaviour policy.
- If the pupil remains in school, it would seriously harm the education or welfare of the pupils or others in the school.

The Headteacher must inform the Bradford Diocesan Academy Trust on all exclusions using the correct forms. The Headteacher will then inform the Chair of Governors and full Governing Body of any exclusion.

Right of Appeal

In all aspects of this policy, parents will reserve the right to appeal any decisions made by school leaders. In the first instance, parents should contact the Headteacher then the Chair of Governors. If concerns still exist at this point, parents should follow the parental complaints policy.

Where parents dispute the decision of a Governing Body not to reinstate a permanently excluded pupil, they reserve the right for this decision to be reviewed by an independent review panel.

It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. **New guidance on the changes to the exclusion process in relation to COVID 19 and Governors roles can be found at**

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

Independent advice for parents and professionals can be found at: www.ace.ed.org.uk/

Review

This policy should be reviewed and ratified by the Governing Body of Wycliffe CE Primary every three years.

Linked Policies:

Equal Opportunities Policy

Behaviour Policy

Child Protection and Safeguarding Policy

