



Wycliffe Church of England Primary School

Exclusion Policy



Ratified by the governing body: Dec 2021

To be reviewed on: Dec 2022

Vision Statement

We nurture an aspirational family of hard-working, respectful individuals who work collaboratively to have a lifelong love of learning.

“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 is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.

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 a suspension/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/suspension, or to include in arguments to the school's governors to challenge a school exclusion/suspension.

Exclusion Policy

This policy should be read in line with: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Wycliffe CE Primary School seeks to avoid exclusions or suspensions 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 and Safeguarding and Child Protection 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 or suspension.

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

Suspensions 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 suspension or permanent 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 suspension or exclusion is an appropriate sanction.

Permanent Exclusion or Suspension

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 give out a suspension or permanently exclude the pupil.

Managing serious or persistent problems

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-

agency assessment that goes beyond the pupil's educational needs is required.

At Wycliffe:

- 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 may be planned to help modify inappropriate behaviour.
- The child may be referred to the SCII for additional support, e.g. anger management training or they may receive in house pastoral support work.
- In the first instance, pastoral support will be offered in school. Referrals to external agencies such as the Local Authorities Specialist Teams or CAMHS will be considered as part of wider support.

Individual Education/Behaviour Support Plans / Risk Assessments

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 and we therefore have a Behaviour Policy.

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 if this is warranted.

1. Suspension

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

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

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

Parents will be informed of the suspension 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 suspension 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 suspension is the responsibility of the parents/guardians.

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

1. 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:

- a. The pupil has seriously breached the school's behaviour policy.
- b. 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.

All suspensions and permanent exclusions occurring between **25 September 2021 and 24 March 2022** (inclusive of those dates) are subject to temporary arrangements with regards to the use of remote access technology (for example, videoconferencing or telephone conferencing software) for meetings of governing boards or independent review panels. This is a contingency measure should there be any further public health restrictions to limit the spread of COVID-19 that might make it difficult for meetings to be held in person within the normal statutory timescales.

Governing boards and independent review panels (IRPs) who have a duty to meet to discuss a suspension or permanent exclusion that occurs between 25 September 2021 and 24 March 2022 (inclusive), must ensure that any such meeting takes place within the normal statutory timescales described in the statutory guidance Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England.

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

It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.

'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Maintained schools have the power to direct a pupil off-site for education to improve their behaviour⁶. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

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.

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

Review

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

Linked Policies:

Equal Opportunities Policy

Behaviour Policy

Safeguarding and Child Protection Policy