

Nonsuch Primary School

This policy is embedded in our school's mission statement of,
'Working Together We All Achieve'.



Nonsuch

Primary School

Policy	Exclusions Policy
Date	September 2024
Date for next review	September 2025
Summary	The policy has been prepared to set out the procedures and roles and responsibilities for if a child demonstrates behaviours that lead to a suspension or exclusion.

We serve our community by providing an education of the highest quality. We believe our school should be a place where we all want to be, a place where children and adults feel safe, happy, secure and nurtured.

Introduction

A decision to exclude a pupil, either for a suspension or permanently, is seen as a last resort by the school. The school is responsible for communicating to pupils, parents, and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Should it be decided for whatever reason the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a Child Protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school with a more positive attitude and a subsequent improvement in behaviour.

Reasons for Suspension or Exclusion:

Actions for suspension/exclusion from the school day should be implemented when a child is responsible for any of the following actions.

- risk of harm to the education or welfare of the pupil or others in the school.
- physical assault on another child or member of staff.
- constant disruption to the education of other children.
- regular breaches of the schools behaviour policy, which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- deliberate and willful damage to school property.
- any suspension/exclusion will be at the discretion of the Headteacher.

Suspension (previously called Fixed Term Exclusion)

A suspension should be for the shortest time necessary; Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

Persistent or Cumulative Problems

Suspension for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

- discussion with the pupil
- mentoring (support from the class teacher, SENCO or teaching assistant)
- discussions with parents
- target setting
- checking on any possible provocation
- mediation
- counselling

Single Incident

Suspension may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies.

The pupil will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment. If necessary, the Headteacher will consult the Chair of The Local Academy Board or CEO of the BDMAT.

Permanent Exclusion

A permanent exclusion is a very serious decision and the Headteacher will consult with the Chair of Local Academy Board and CEO of the BDMAT before enforcing it. As with a suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- serious actual or threatened violence against another pupil or a member of staff
- possession or use of an illegal drug on school premises
- carrying an offensive weapon
- persistent bullying, or
- persistent racial harassment

The Decision to Suspend or Exclude

If the Headteacher decides to suspend or exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the pupil
- contact the parents, explain the decision, and ask that the child be collected
- send a letter to the parents confirming the reasons for the exclusion, whether it is a suspension or permanent exclusion
- the length of the suspension or exclusion and any terms or conditions agreed for the pupil's return
- in cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked
- plan how to address the pupil's needs on his/her return
- plan a meeting with parents and pupil on his/her return

Behaviour Outside School

Pupils' behaviour outside school on school business e.g., on school trips, at sports fixtures, is subject to the school's behaviour policy. Inappropriate behaviour in such circumstances will be dealt with as if it had taken place in school. For behaviour outside the school, not on school business, the Headteacher may suspend or exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

Marking Attendance Registers following Suspension or Exclusion

When a pupil is suspended, he or she will be marked as absent in the Attendance Register using the appropriate code.

Pupils with Special Educational Needs and Disabled Pupils (SEND)

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty not to discriminate against disabled pupils by

excluding them from school for behaviour related to their disability. The Headteacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability, so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the school's Behaviour Policy
- individualised behaviour support plans
- developing strategies to prevent the pupil's behaviour
- requesting external help for the pupil
- staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for suspension or exclusion as far as possible, suspension or exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Steps taken to avoid suspension or exclusion

Children whose behaviour is causing concern are the children who regularly fail to respond to the expectations set out in the Behaviour Policy. At this stage, the class teacher should alert the Behaviour Lead to these concerns and a decision should be reached about the best course of action to be taken. Teachers of the younger age groups need to be aware that the policy is there to support all children and to act as a deterrent to all children who regularly breach reasonable expected standards. If the agreement is to place the child on the behaviour register, the procedures outlined below should be followed:

Preliminary Step

A member of the Behaviour Team will talk to the child, about their behaviour, and then they will be placed on a behaviour chart for two weeks. The teacher will use circle time and other strategies to reinforce the Positive Learning and Behaviour policy of the school. This decision will be made following a meeting with the parent/carer, child, class teacher and Behaviour Lead.

Stage 1

Stage 1 is an attempt to get children back on track when they are not meeting the standards in school. This is when the normal mechanisms in school are not having an impact on patterns of behaviour or severity of incidents. Most children will be successful at Stage 1 and will work their way off the behaviour plan. At Stage 1, support should be viable within the classroom setting as an integral part of quality first teaching. This decision will be made following a meeting with the parent/carer, child, class teacher and Behaviour Lead.

Outcomes:

Stage one pupils need to improve their performance in line with their specific targets. Targets will be reviewed with all relevant parties after a period of 6 weeks. Pupils will have a clear understanding of what they need to do to no longer need a stage 1 behaviour plan.

Next Steps

If pupils are successful at achieving their targets, they should no longer require a stage 1 behaviour plan returning to whole school monitoring systems. If they sustain their

improvement, they will not need to return to stage 1. If they are unsuccessful, then children will move to stage 2 due to a lack of cooperation or a lack of sustained improvement.

Stage 2

Stage 2 is most often an escalation from Stage 1. It happens when the input, support and collaboration within Stage 1 behaviour plan is not having an impact on behaviour or the behaviour becomes more frequent or severe. A pupil can however move straight to stage 2 if there has been a significantly serious incident. It is not necessary to go through each behaviour plan stage to access the next. At stage 2, a pupil's school place is being considered and they are beginning to be at risk of losing that place in the school due to their negative behaviour. At stage 2, additional support for the child will be sought from external agencies and adult / group led interventions may be introduced. This decision will be made following a meeting with the parent/carer, child, class teacher and Behaviour Lead.

Outcomes:

Stage 2 pupils should be frequently achieving their targets, achieving scores of 2 or more for the majority of sessions. Children should be accepting staff instructions without question or argument. Pupils should be avoiding suspensions. Targets will be reviewed with all relevant parties after a period of 6 weeks. Pupils will have a clear understanding of what they need to do to no longer need a stage 2 behaviour plan.

Next Steps

At this stage, further support and investigation by external agencies should be utilised if no significant improvements are made. Target sheets / Plans will be reviewed and patterns will be identified and considered when formulating follow up plans. Children who are successful at achieving their targets will be moved to a stage one plan with the aim of eventually returning to whole school monitoring systems. If a child is consistently not making the required effort to achieve their targets, then they will be moved to stage 3.

Stage 3

Stage 3 is the final escalation of the behaviour support package prior to a child's permanent exclusion. There are times when it is necessary and correct to permanently exclude. Second chances cannot be offered continually. Stage 3 required intensive support and an awareness and consistency of approach by all adults known to the child. The aim and aspiration of this stage is always for the child to make improvements in their behaviour and to be able to move back down the stages. It is likely that children who are moved to stage 3 will have already been subject to suspensions. This decision will be made following a meeting with the parent/carer, child, class teacher and Behaviour Lead.

Outcomes

Stage 3 is a very serious stage; it indicates that a permanent exclusion is a realistic possibility. Children should be showing an improvement in how they handle situations when they go wrong. At stage 3, there is an expectation for children to consistently achieve their targets. Failure to achieve these targets will be followed by timely sanctions and consequences. Pupils will have a clear understanding of what they need to do to no longer need a stage 3 behaviour plan.

Next Steps

If pupils are successful, they will be de-escalated to stage 2 where they can hopefully continue to show significant improvements. If pupils are unsuccessful, the school will be left with little option but to progress to a permanent exclusion.

Parents and children are made aware at the start of the process that failure to modify and control behaviour could result in a suspension from school. As the child progresses through the stages the likelihood of the exclusion rises.

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

Suspending / Excluding a child not on the Behaviour Register

Occasionally a child not listed on the Behaviour Register seriously breaches the schools Behaviour Policy.

In these circumstances, after a thorough investigation by the Headteacher, consideration will be given to the use of a one to five day suspension in order to show the child that the school will not tolerate such actions.

- Similarly, the parents of any other parties involved will be made aware, by letter of the course of events and action taken by the school.
- *The Head teacher may consider that the behaviour of a child poses a serious threat to the safety and welfare of others. If this is the case, a longer period of suspension will be implemented and a meeting of the Senior Leadership Team will be convened to consider the possibility of a permanent exclusion. The school will provide work for the child to complete at home.*

Staged returns to school

Consideration should be given to the staged return of a child into school. If this is considered to be a suitable course of action it should be noted on the Behaviour Support Plan and Reduced Timetable paperwork. However, the school recognises that this type of arrangement is one which can only be entered into voluntarily with the child's parents. If agreement is given, the re- integration plan will be carefully staged and monitored by the Behaviour team. At all times work will be provided for the child to complete when not in school and free school meals provided in the form of sandwiches.

Lunchtime

All parents and children should be made aware that inclusion in lunchtime is dependent on the school's ability to reasonably supervise children. If a child regularly presents behaviour difficulties, which cannot be regulated by normal school sanctions the Headteacher must consider implementing lunchtime suspension/exclusion. Prior to implementing suspension/exclusion, the Headteacher will warn the child and will meet with the parents expressing the school's concerns. Children who are entitled to free school meals will be provided with sandwiches if this is the wish of the parents.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a child to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour then off site direction should be used. Managed moves should only occur when it is in the child's best interests.

Additional guidance on managed moves and off site direction can be found in paragraphs 33 – 42 of the Suspension and Permanent Exclusion guidance document.

<https://www.gov.uk/government/publications/school-exclusion>.

Policy documents in school, which support this policy.

The SEND policy and procedures.

The Positive Behaviour and Learning Culture policy.

The Equality policy.

The Anti-bullying policy.

The RSHE Policy