



Inspire Partnership Academy Trust

Exclusions Policy
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1 ABOUT

1.1 Introduction

- 1.1.1 As a Trust we aim to include not exclude. We view all behaviour as a means of communication and therefore we approach disruptive behaviour in a supportive and positive way. We recognise that significant behaviour is often symptomatic of a deeper need and our aim, as professional practitioners, is to understand how we can support a child better. When we do see examples of seriously inappropriate behaviour, we strive to never give up as we recognise that every child has a unique contribution to make to school life and our role is to support them to achieve this.
- 1.1.2 Woodhill is an inclusive school which aims to promote equality in all aspects of school life. This policy is to be read alongside the schools Behaviour Policy and the DfE guidance 'Exclusion from maintained schools, academies and pupil referral units in England'.
- 1.1.3 The school takes a positive approach to encouraging good behaviour, however recognises that discipline in the school is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. Nevertheless, it is important to say that the exclusion of a pupil, either for a fixed period (a suspension) or permanently, from Woodhill School will only be used as a last resort. The school recognises that it is responsible for communicating to pupils, staff and parents, its' expectations for standards of behaviour. The school has a range of policies and procedures in place to promote good behaviour and appropriate conduct and strives to foster good parental engagement.
- 1.1.4 Our Trust has an expectation that schools will have employed a range of measures to prevent the need for exclusion. It is the responsibility of all individuals working with pupils within the school to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. Whilst exclusion may still be an appropriate sanction, the head teacher should investigate whether any contributing factors may have led to the incident of poor behaviour e.g. pupil has suffered bereavement, has mental health issues or has been subject to bullying.

1.2 Reasons for exclusion

- 1.2.1 A serious breach of the school's values, rules or policies.
- 1.2.2 A risk of harm to the education or welfare of the pupil or others in the school.
- 1.2.3 A permanent exclusion must meet both conditions set out above

2 DEFINITION AND PROCEDURES

2.1 Internal exclusions

- 2.1.1 Internal exclusion is when a pupil must work away from their class for a fixed amount of time in a space other than their classroom. The purpose of the internal exclusion is to ensure the child understands the seriousness of their behaviour and allow time for them to reflect. An internal exclusion also allows time and space between the excluded child and those who may have been directly affected by the behaviours exhibited prior to providing the opportunity for repair work to be undertaken.
- 2.1.2 An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating, and more serious measures need to be taken but it is felt that an external exclusion is not in the best interests of the child. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion (suspension) is necessary. Schools should always communicate internal exclusions with parents.

2.2 Suspensions

- 2.2.1 A fixed term exclusion (suspension) will be for the shortest time necessary. An exclusion for a period of time from half a day to 5 days for persistent or cumulative problems will be imposed only when the school has offered and implemented a range of support and management strategies.
- 2.2.2 Examples of some of the strategies used are:
- a) Discussion with the pupil
 - b) Support from the pastoral/inclusion team
 - c) Discussions with parents
 - d) Sanctions (consequences) in school (see the Positive Behaviour Policy for details)
 - e) Checking on any possible provocation
 - f) Internal exclusions
 - g) Referral to outside support agencies
- 2.2.3 A suspension may be used in response to a serious breach of school rules or policies. In such a case, the head teacher will investigate the incident thoroughly and consider all the evidence to support the allegation, taking account of all the school policies. The child will be encouraged to give their version of events and the head will check whether the incident may have been provoked e.g. by bullying or racial harassment.
- 2.2.4 It is important to note that exclusion will not be used for minor incidents such as academic performance, lateness or a breach of uniform rules.
- 2.2.5 For the first 5 days of a suspension (fixed term exclusion), the school must send home learning for the pupil and arrange to have this homework marked. For suspensions of more than 5 days, the school is responsible for arranging suitable alternative full-time education from the 6th day until the end of the exclusion.
- 2.2.6 The school is also aware of its duty to provide a strategy for reintegrating pupils that return to school following a suspension (fixed term exclusion), and for managing their future behaviour. If a pupil has received numerous exclusions or is approaching the legal limit of 45 school days of fixed-period exclusion in an academic year, the school has a duty to consider whether exclusion is considered to be an effective sanction.
- 2.2.7 Local Governing Bodies will review suspensions on a termly basis with a view to ensuring school leaders are held to account for successful reintegration of children

2.3 Procedure for making a suspension

- 1) Head teacher takes the decision to exclude a pupil for a fixed period and notifies the Trust education leaders
- 2) Contact the parent/carer ideally by telephone to arrange the collection and supervision of the pupil. The child's welfare must ALWAYS be the prime consideration.
- 3) The Head teacher must give written notice to the parents informing them of:
 - a) The precise period and the reasons for the exclusion
 - b) The parents' duties during the first 5 days
 - c) The parents right to make a representation to the local governing body
 - d) The person the parent should contact if they wish to make such representations
 - e) The arrangement to set and mark work for the pupil during the initial 5 day period.
 - f) If relevant the school day on which they will be provided with full time education.
 - g) Details of the reintegration interview.
- 4) The Head teacher must inform the local governing body and the Trust education leaders if a pupil is excluded for more than 15 days in any one term.

- 5) Children can be excluded for 1 or more fixed periods, up to a maximum of 45 school days in any one school year. A fixed period exclusion (suspension) does not have to be for a continuous period. A fixed period may be extended to or converted to a permanent exclusion in exceptional cases, usually where further evidence has been uncovered.
- 6) The school has a duty to arrange full time education from and including day 6 of the exclusion and has a duty to provide full time education for a looked after child from day 1.
- 7) When returning back to school an interview will be arranged with the Head teacher, the parent and child on the school premises. At this meeting the behaviour leading to exclusion will be discussed and expectations for improvements will be set. Support will also be discussed. If the parent fails to attend, the school must keep a record of this.
- 8) Parents have the right to make a representation to the local governing body for any suspensions (fixed term exclusions).

2.4 Permanent exclusion

- 2.4.1 The school considers permanent exclusion to be a very serious step and the head teacher will need to investigate the incident thoroughly and converse with Trust education leaders before this decision is made. As with suspension, permanent exclusion will follow a range of strategies and will be seen as a last resort, or it will be in response to a very serious breach to school rules, values and policies.

2.5 Procedure for making a permanent exclusion

- 1) In consultation with the Trust, head teacher takes the decision to exclude a pupil permanently.
 - 2) Contact the parent/carer immediately ideally by telephone.
 - 3) The head teacher must give written notice to the parents informing them of specific information
 - 4) The Head teacher must inform the Chair of Trustees and LA within 1 day
 - 5) The school has a duty to arrange full time education from and including day 6 of the exclusion.
 - 6) The school has a duty to provide full time education for a looked after child from day 1.
 - 7) On receiving notice of the exclusion, the Chair of Trustees must convene a meeting within 15 school days to review the exclusion and to consider reinstatement. They must invite the parent and the head teacher. Papers including written statements must be circulated at least 5 days before the meeting.
 - 8) The Trustees must make the decision alone, asking other parties to withdraw. The clerk may remain.
 - 9) The Trustees must inform the parent and head teacher of their decision in writing without delay
 - 10) The child to be removed from the register only when the review process is complete.
 - 11) Where parents dispute the decision of the Trustees to not to reinstate an excluded pupil, they can ask for this decision to be reviewed by an independent review panel.
- 2.5.1 N.B It is the Chair of Governors /Chair of Trustees responsibility to direct their governing boards to details of their responsibilities when considering exclusions. Details of Governor responsibilities regarding exclusions can be found in DfE Exclusions from maintained schools, Academies and pupil referral units in England (2017).

2.6 Behaviour outside of school

- 2.6.1 Pupils' behaviour outside school is subject to the school's behaviour policy. Poor behaviour in such circumstances is subject to the headteachers discretion and can be dealt with as if it has taken place in school.

2.7 Inclusion

- 2.7.1 The Trust recognises that certain groups of children are vulnerable to exclusion (SEND/LAC). Where there are concerns about behaviour, and risk of exclusion, of a child in a vulnerable group, the school should work in partnership with the parents, LA (if appropriate) to consider additional support.
- 2.7.2 The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. Head teachers and the governing body must take into account their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEN Code of Practice and a Duty of Care.
- 2.7.3 The Head teacher will take reasonable steps to ensure that the school responds to a pupil's disability so that the pupil is not treated less favourably, this includes a duty to make reasonable adjustments to practices.
- 2.7.4 Reasonable steps could include:
- a) Developing strategies to prevent the pupil's behaviour
 - b) Requesting external support for the child
 - c) Staff training
- 2.7.5 Woodhill School recognises that it should engage proactively with parents in supporting the behaviour of its pupils with additional needs and is aware that whether or not a school recognises that a pupil has SEN, all parents have a right to request the presence of an SEN expert if their case is to be reviewed by an independent panel.
- 2.7.6 If the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs such as a pupil with an EHC plan or a looked after child, it is aware that it should consider what additional support may be required. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

2.8 Temporary reduced timetable

- 2.8.1 In some cases, the school may consider it appropriate to the needs of a particular child, to offer a reduced timetable for a limited period.
- 2.8.2 In this situation, paramount consideration would be given to safeguarding the child and a thorough risk assessment would be carried out. Any reduced timetable would be planned within an individual learning plan. The timetable would be time-limited with a clear plan to increase attendance back to full time, involve professionals working with the child/family, and ensure that parents have given their full consent.

2.9 Marking attendance registers following exclusions

- 2.9.1 When a pupil is excluded, he/she should be marked absent using Code E. Where alternative provision is made, and pupils attend it, they will be marked using either code B (education off site) or code D (dual registration)