



# Exclusion Policy

## 2022-2023

<b>Gulam Abbas Hussain</b>	<b>Headteacher</b>
<b>Hanila Ali Syed</b>	<b>Deputy Headteacher</b>
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The DfE first published the 2022 version of its 'Suspension and Permanent Exclusion' guidance in July 2022. They then made some small changes to this in September 2022. This policy is in line with those changes.

A "suspension" is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An "exclusion" is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

Read Academy is committed to valuing diversity and to equality of opportunity.

We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

**We will only decide to exclude a child:**

- In response to a serious breach (or persistent breaches) of our behaviour policy, and
- Where allowing the pupil to remain in school would risk serious harm to the welfare of staff and pupils, or pupils' education

we can also decide to exclude pupils for behaviour outside school, if it's in line with our school's behaviour policy. This might be if the behaviour may bring our school into disrepute or if the pupil was in school uniform.

**We understand that it is unlawful to exclude a pupil due to:**

- The actions of the pupil's parents
- The pupil having special educational needs (SEN) or a disability that your school feels unable to meet.
- Poor academic ability or attainment (though a pupil who repeatedly disobeys their teachers' academic instructions could be subject to exclusion).

**Partnership with Parents**

Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At Read Academy, we will work in partnership with parents to ensure that expectations are clear and parents can reinforce them with their children. This includes ensuring that parents are kept informed about

decisions made in response to a child's misbehaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear.

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. These are:

- Behaviour Policy;
- Anti-Bullying Policy;
- Home-School Agreement

#### **Supporting pupils to succeed:**

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

- We will use behaviour data to assess patterns of challenging behaviour in pupils. Where patterns emerge, we will systematically intervene, drawing up an action plan with the child, parent and teacher.
- The senior leaders have overall responsibility for sharing data with class teachers and analysing the data. It is class teacher's, parents' and the child's responsibility to ensure the action plan is followed.
- No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

#### **DISCIPLINE:**

The school uses sanctions to deter poor behaviour. Examples of such sanctions might include:

- Withdrawal of awards/privileges
- Confiscation of property used inappropriately
- Withdrawal from a lesson, school trip or team event
- suspension for a specified period
- Reflection time
- School litter picking duty
- Removal or exclusion

Serious misbehaviour includes major breaches of discipline such as persistent disruptive behaviour, deliberate damage to property, persistent bullying, physical assault or threatening behaviour, fighting, stealing, leaving the School premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the head teacher to deal with it appropriately, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded in a behaviour record.

#### **EXCLUSION:**

We are a highly inclusive school and where possible seek to support pupils through behavioural difficulties that they may be experiencing as outlined above. We strive to look at the potential reasons behind inappropriate behaviours that may be displayed by pupils and seek to resolve these issues in order to help the pupil. However, in some cases, exclusion (fixed or permanent) may need to be considered. This could be an internal or external exclusion. If it is considered necessary to exclude a child the Board of Governors and the parents of the pupil should be notified as soon as practicably possible. The parent should receive notification of the exclusion in writing. The school also reserves the right to ban parents/carers or other visitors from the school premises if their behaviour towards staff, children or other adults is considered to be unacceptable particularly if they are:

- Verbally or physically aggressive
- A danger to themselves or others

#### **Behaviour that warrants exclusion**

- Behaviour that compromises the safety of pupils, themselves, visitors or staff
- Persistent bullying
- Persistent racism
- Persistent challenging of school rules
- Physical assault on an adult or child
- Verbal assault on an adult or child
- Wilful damage to property
- Sexual misconduct
- Drug or alcohol related incidents
- Theft
- Persistent disruptive behaviour

- Repeated failure to follow adult instructions

The type of sanction or exclusion will be based on the individual circumstances and at the discretion of the Headteacher.

### **Types of Suspension / Exclusion**

#### **Internal Suspension**

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom.

#### **Temporary / Fixed-Term Suspension**

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time.

This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

#### **Permanent Exclusion**

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Senior Development Leaders as soon as possible in such a case.

### **Persistent or cumulative problems**

Internal and temporary/fixed-term suspension may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention with the Senior Leader, target setting, home/school communication book etc.

The length of a suspension will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

### **Single incident**

Internal and temporary/fixed-term suspension may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

In such cases the Head of School or a designated senior leader will investigate the incident 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 Head of School will check whether the incident may have been provoked, for example by bullying or racial harassment.

### **The decision to suspend/exclude**

If the Head of School decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;

- send a letter to the parents confirming the reasons for the suspension/exclusion, whether it is a permanent or temporary suspension/exclusion.
- the length of the suspension/exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's suspension/exclusion, 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 and integration back into their class on his/her return.
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

### **Safeguarding**

A suspension will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for suspension, the school may consider an internal suspension until the end of the day, implementing the original suspension decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

### **Re-integration**

After fixed term suspension the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to suspension will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded on the school re-integration form and a copy retained by the parent, child and school.

### **Behaviour outside school**

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with

as if it had taken place in school; and additionally, this includes the any serious breach of policy which could 'bring the school into disrepute'.

### **Pupils with special educational needs and disabled pupils**

The school must take account of any special educational needs when considering whether or not to exclude a pupil.

The Head of School 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.

### **Removal from the school for other reasons – Such as COVID-19**

The Head of School may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an suspension/exclusion and should be for the shortest possible time.

### **Reintegration meeting**

After every period of fixed term suspension, the parent and child will be offered a reintegration meeting with a senior member of school's staff. At this meeting targets will be agreed for improving behaviour and a written agreement produced for all parties to sign.

### **Procedure for appeal**

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure.