



Sir William Burrough School

Exclusions Policy

Statement of Principle

Sir William Burrough School 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.

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 Sir William Burrough, 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, and to ensure that 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 include:

- 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 never to '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 there are patterns of behaviour warrants such an approach. Where these patterns emerge, we will systematically intervene, drawing up an action plan with the child, parent and teacher. It is the class teacher's, parents' and the child's responsibility to ensure that the action plan is followed.

No exclusion will be initiated without first attempting other strategies or, in the case of a single serious incident, a proper investigation.

Types of exclusion

Temporary/Fixed-term exclusion

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 being mindful of the seriousness of the breach of policy or behavioural standards.

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 the Chair of the Governing Body before taking such a step.

Reasons for exclusion

A decision to exclude a pupil for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, however, and we therefore accept that, in some serious situations, exclusion may be necessary if all other strategies have been exhausted. The decision to exclude will usually follow a range of alternative strategies and is always seen as a last resort. Reasons for exclusion, either temporary or permanent can include:

- Serious breach of the school's rules or policies;
- Serious risk of harm to the education or welfare of the pupil or others in the school;
- Serious actual or threatened violence against another pupil or a member of staff;
- Possession of any illegal items (such as drugs or weapons) on school premises;
- Persistent bullying;
- Persistent prejudice-based harassment or hate-based acts.

Exclusion may be the result of a very serious incident or the repetition of several serious incidents.

Persistent or cumulative problems

Temporary/fixed-term exclusion 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 Headteacher or another teacher; target-setting; home/school communication book or other appropriate strategies.

The length of an exclusion will depend upon a number of factors, such as the severity of the incident or incidents 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

Temporary/fixed-term exclusion 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 or where the breach is sufficiently serious, a permanent exclusion may be necessary.

In such cases, the Headteacher 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. The Headteacher will also check whether the incident may have been provoked.

The Governing Body will be informed of all exclusions on a termly basis. In the case of a permanent exclusion, the Headteacher will also discuss the decision with the Chair of Governors.

The decision to exclude

If the Headteacher 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 exclusion and whether it is a permanent or temporary exclusion;
- In the case of a temporary exclusion, the letter will include the length of the exclusion and any terms of conditions agreed for the pupil's return;
- In cases of more than a day's 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 and conduct that meeting (or delegate to another appropriate senior member of staff).

Procedure for appeal

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

Safeguarding

An exclusion 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 exclusion, the school may consider keeping the child in school for the remainder of the day, with the fixed-term exclusion beginning on the following day. In more severe circumstances, the school may contact Social Services and/or the Police to safely take the pupil off site.

Re-integration

After a fixed-term exclusion, the pupil and parent(s) will be requested to attend a reintegration meeting with the Headteacher or another senior member of staff. At this meeting, the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will also be discussed. The meeting will be recording in writing and a copy retained by the parent, the child and the school.

Work set

When a pupil is excluded for more than one day, work should be set by the school within a reasonable time-scale, and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

A pupil can be excluded for up to ten continuous days on a fixed-term basis. On the sixth continuous day, the school becomes responsible for providing education for the pupil, which could be at another local school, at a pupil referral unit or by providing home education.

Behaviour outside school

Pupils' behaviour outside school, such as on school trips or 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. Additionally, this includes any serious breach of policy or behavioural standards which could bring the school into disrepute.

Pupils with Special Educational Needs and Disabled Pupils

The school must and does take account of any special educational needs when considering whether or not to exclude a pupil. The Headteacher will ensure that reasonable steps, in line with the Disabilities Discrimination Act have been taken by the school to respond to a pupil's disability, so that the pupil is not treated less favourably for reasons related to the disability.

Managed Move

In cases where the Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if parental failure to engage in strategies implemented by the school is resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the local

authority or other local schools and propose a managed move to another school. This is not exclusion and, in such cases, the Headteacher may assist the parents in placing the pupil in another school.

Removal from the school for other reasons

The Headteacher may send a pupil home, after consultation with that pupil's parents and a health professional (if 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 or a notifiable disease. This is not an exclusion and should be for the shortest possible time. A pupil cannot be sent home for other reasons, including poor behaviour.

Equal Opportunities

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation in any matter. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no one at Sir William Burrough should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Signed.....

Chair of Governors

Reviewed biennially