



## **Exclusion of Pupils Policy Dorothy Barley Junior Academy**

**Other related policies:** Anti-Bullying Policy  
Safeguarding and Child Protection Policy  
Exclusion Policy  
Positive Handling Policy  
Peer on Peer Abuse Policy  
Behaviour Policy

**This policy was devised and adopted in July 2016**

**Last review September 2018**

**Date of next review: September 2019**

### **1 INTRODUCTION**

#### **1.1 Statement of Intent**

Good behaviour is essential for effective learning and teaching to take place. At Dorothy Barley Junior Academy, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. It is the responsibility of parents/carers to share with the school in helping their children to behave well.

We believe that the values inherent in this policy encourage the development of many life skills that will enable our pupils to become successful members of their community.

This policy applies to all school activities, whether they are carried out in or outside of the school grounds.

#### **1.2 Objectives of this Policy**

To ensure that:

- the steps we take as a school to manage and develop good behaviour are consistent and explicit to all;
- roles and responsibilities within this policy are clearly defined.

### **2 RULES AND ROUTINES**

We follow the Golden Rules below as outlined in Jenny Mosley's guidance on school behaviour management. Both "The Golden Rules" and "Area Routines" are clearly displayed on plaques throughout the school. Our Golden Rules embody a culture of respect which applies not just to the children and staff but to all people included in our school community regardless of age, disability, gender, gender identity, race, faith or sexual orientation.

## **2.1 The Golden Rules**

We are gentle. We don't hurt others.

We are kind and helpful. We don't hurt anybody's feelings.

We listen. We don't interrupt.

We are honest. We don't cover up the truth.

We work hard. We don't waste our own or others' time.

## **3. EXCLUSIONS**

### **3.1 Internal Exclusions-** see Appendix 1 &2

Internal exclusion is a consequence for poor and escalating behaviour. A consequence of Internal Exclusion may be applied if the child;

- Has disturbed considerable learning time for adults and children
- Has been abusive to adults and/or pupils
- Has had persistent disruptive behaviour and is not responding to behaviour rewards and consequences
- Has endangered themselves or others as a result of their actions
- If an external exclusion is not appropriate

The aim is to avoid fixed term exclusion with the intention that the consequences of inappropriate behaviour are managed confidently and consistently within the school setting. Fixed term exclusion may have a negative impact upon the pupil's school record and, instead, an internal exclusion can equally reinforce the need to accept responsibility for the consequences of inappropriate behavior in school.

### **3.2 Internal Exclusion Procedure**

The decision to apply an internal exclusion must be made by a member of SLT whereby Appendix 2 must be completed.

Once the decision to internally exclude has been made by the SLT member;

- The YGL/CT must inform the parent.
- The internal exclusion form should be completed and the Inclusion AHT informed.
- The period of internal exclusion can be from one lesson, one session or one day.
- Internal exclusions will normally take place in another class in another year group.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with a member of SLT before reintegration back into class, normally on the following day.
- At break times and lunch times children that are on an internal exclusion should remain inside and complete recreational non-work based activities. E.g reading/ drawing etc.
- There may be a need for regular staff changeover during this period. It is also important that staff manage this time with a serious disposition. The child and the rest of the class need to be aware of

the gravity of the situation and that improvement must be made.

### **3.3 External Exclusion**

The decision to externally exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach of the school's Behaviour Policy
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only authorised by the Headteacher. Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

Exclusion from school may be used in cases where a child has wilfully acted in a way which merits such a course of action. Reasons for exclusion fall into the following categories:

- a) Physical assault against a pupil
- b) Physical assault against a member of staff
- c) Verbal abuse/threatening behaviour towards a pupil (includes language or behaviour which is considered racist, homophobic or disablist)
- d) Verbal abuse/threatening behaviour towards a member of staff (includes language or behaviour which is considered racist, homophobic or disablist)
- e) Bullying (for clarification please see Anti-Bullying Policy)
- f) Racist abuse
- g) Sexual misconduct
- h) Drug and alcohol related
- i) Damage
- j) Theft
- k) Persistent disruptive behaviour
- l) Other

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide that a Behaviour Support Plan should be drawn up to try avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

### **3.4 External Exclusion procedure**

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A reintegration meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate. Appendix 3 will be completed as part of the reintegration meeting. The purpose of the reintegration meeting is to discuss how best the child's return to school can be managed. Failure to attend a reintegration meeting will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

The school will set work for the child to complete during the exclusion. It is expected that the work set by the school is completed and returned to us promptly.

Records relating to exclusions will be stored confidentially.

The Parent has the right to make representations to the Governing Body. If they wish to make representations please contact Roger Deadman (Chair of Governors) via the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations the Parent/Carer makes and may place a copy of their findings on the child's school record.

Parents will also be aware that if they think the exclusion relates to a disability their child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the SEN and Disability Tribunal (SENDIST).

Parents/Carers also have the right to see a copy of the child's school record. Due to confidentiality restrictions, they will need to notify the Headteacher in writing if they wish to be supplied with a copy of their child's school record.

### **3.5 Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

- 1** - The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.
  
- 2** - The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
  - Serious actual or threatened violence against another pupil or a member of staff
  - Sexual abuse or assault
  - Supplying an illegal drug
  - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him").
  - Arson
  - Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

#### **4.1 Physical Restraint**

Physical restraint will only be used when absolutely necessary, when a child poses an immediate physical threat to their own or others' safety. Restraints will be carried out in line with the guidance in the Positive Handling Policy. Please see this policy for further guidance. Please see Positive Handling & Physical Intervention Policy for further details.

## Appendix 1

### Internal exclusion flow chart

Sometimes children with challenging behaviour will not always follow and respond to "Negative Dojo consequences".

Sometime children this can also apply to children that normally do respond to "Negative Dojo Consequences" but are effected by other external factors.

If a member of SLT is called because a child is not responding to instruction or is refusing to accept consequences, in the first instance strategies should be used to calm the child and to a place where they are responding to an adult. Strategies depend on the child (distraction, phonecall to a parent, restate of rewards or consequences, final count down, calm place to go).

#### Positive Behaviour Rewards

- Praising good work, positive attitudes or behaviour;
- Awarding Dojos
- Informing parents of good work, positive attitudes or behaviour;
- Recognition of good work at assembly;
- Praise in front of class group;
- Stickers
- A visit to another member of staff;
- Acknowledgement in School Newsletter;
- Giving children responsibility

Chid responds to strategies and moves to another class

SLT member decides whether or not that the further consequence of internal exclusion should apply by answering the following questions.

- Has the child disturbed considerable learning time for adults and children
- Has the child been abusive to adults
- Has the child had persistent disruptive behaviour and is not responding to behaviour rewards and consequences
- Has the child endangered themselves or others as a result of their actions
- Is an external exclusion is not appropriate

No

Follow normal 'Negative Dojo' behaviour policy

Yes

Follow internal exclusion policy

- The CT/SLT/YGL or Inclusion Team member must inform the parent.
- The internal exclusion form must be completed, filed electronically and logged by the person issuing the internal exclusion.
- The period of internal exclusion can be from one lesson, one session or one day.
- Internal exclusions will normally take place in another class in the same year group where possible.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with the CT before reintegration back into class, normally on the following day.
- At break times and lunch times children that are on an internal exclusion should remain inside and complete recreational non-work based activities. E.g reading/ drawing etc.
- There may be a need for regular staff changeover during this period. It is also important that staff manage this time



**Dorothy Barley Junior Academy Record of Internal Exclusion Form**

**School procedures for internal exclusions:**

- The period of internal exclusion can be from one lesson, one session (morning or afternoon) or one day.
- Internal exclusions will normally take place in another class in the same year group where possible.
- Normal class work for the lessons that the child would normally have sat must be provided by the class teacher.
- The child must meet with the Class Teacher before reintegration back into class, normally on the following day.
- At break times and lunch times children that are on an internal exclusion should remain inside and complete recreational non-work based activities. E.g reading/ drawing etc.

<b>Details of child</b>
<b>Name of Child:</b>
<b>DOB:</b>
<b>Additional Needs:</b>
<b>Details of event leading up to decision to internally exclude</b>
<b>Details of adults involved in the decision to internally exclude:</b>
<b>Parents informed:</b>
<b>Length of Exclusion:</b>
<b>Further sanctions needed</b>
<b>Notes:</b>

Appendix 3

Reintegration Meeting record (to be completed following a Fixed Term Exclusion by SLT)

Pupil name:		Class:	Year Group:
Date of meeting:		<b>LAC:</b> Yes / No <b>PP:</b> Yes / No <b>CP:</b> Yes / No <b>SEND:</b> Yes/ No	
People present:		Diagnosed medical conditions/needs:	
		Key staff:	
<b>Attendance</b>			
Current percentage:		Last year total percentage:	
<b>About the exclusion</b>			
Start date:		End date:	Length of exclusion (sessions):
Brief reason for the exclusion:			
<b>Academic progress</b>			
How is he/she doing in class etc? Reading, Writing, Maths?			
Is there a cause for concern in all or some lessons or times of the day?			
<b>Targets for Learning Behaviour</b>			
•			
<b>Targets for Conduct Behaviour</b>			
•			
<b>Additional Actions</b>			
Restorative meeting <input type="checkbox"/> Pupil on report <input type="checkbox"/> Additional SEN support <input type="checkbox"/> Other (please specify) <input type="checkbox"/>			
<b>Additional Comments</b>			
<b>Pupil</b>	<b>Parent</b>	<b>Staff</b>	
<b>Signed</b>	<b>Signed</b>	<b>Signed</b>	