



# EXCLUSION POLICY



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## **Introduction**

At RFA it is our policy to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion. (See Behaviour Policy).

This policy is designed to outline briefly the school's approach to exclusions within the statutory framework as defined in The School Discipline (Pupil Exclusions and Reviews England) Regulations 2012. It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school. The policy will also set out ways in which there are explicit links, through our tiered approach (set out below), between the school's behaviour and exclusion policies.

An exclusion is only administered by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher who is acting in that role). Exclusion is an extreme sanction and will be avoided wherever possible. In the majority of cases, pupils demonstrating unacceptable behaviour will be sanctioned appropriately using the school's Behaviour Policy.

Exclusion, whether internal, 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. Examples may include, but are not limited to:

- Actions which put the pupil or others in danger.
- Verbal abuse to staff and others
- Verbal abuse to students
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Theft
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's significant and sustained behaviour. These behavioural breaches will, typically, be Tier 2 and above.

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

## **Alternatives to Exclusion**

School leaders will pursue alternative strategies to avoid repeated fixed-term exclusions or a permanent exclusion. Please see below for a breakdown of examples:

## **Positive Behaviour Policy**

We provide a safe, nurturing and stimulating environment where children can develop a positive set of attitudes towards everyone in the school community. Our behaviour policy promotes the

use of positive sanctions to reward pupils regularly for their good behaviour. High standards of behaviour are expected of all pupils at all times. The school has a set of 3 rules or expectations of social behaviour; which apply to every situation:

- Be kind
- Be safe
- Be responsible

These rules are displayed around the school and in classrooms. These rules are then adapted within classes to create age appropriate class charters at the start of each academic year and pupils are taught to evaluate their own behaviour against our rules and core learning behaviours. The RFA promotes specific learning behaviours. These are:

- **Enquiry**
- **Adaptability**
- **Communication**
- **Cooperation**
- **Thoughtfulness**
- **Morality**
- **Resilience**
- **Respect**

When awarding pupils with a positive consequence (a merit), an explanation linked to social or learning behaviour must be given. This enables our pupils to make links between their positive behaviour choices and rewards which they can then articulate to others. House points are also awarded for making good choices and good conduct around the school.

When poor behaviour does occur, all staff are expected to deal with it appropriately and follow the procedures set out in the policy. Behaviours are ranked into Tier 1, 2, 3, 4 and 5, with Tier 5 being the most serious or dangerous examples. School leaders have clear internal procedures to ensure pupils are rigorously tracked and ensure strategies are consistently implemented and reviewed.

## **What is the Tiered system?**

The majority of pupils will not use nor need the tiered system. The strategies implemented within and throughout the behaviour policy and the positive acknowledgements and incentives (positive praise, stickers, house points and the merit system) consistently woven into everyday life at the school will enable pupils to successfully adhere to school rules and effectively self – regulate their behaviour. There will be other pupils who will need reasonable adjustments and, thereafter, greater levels of support and appropriate sanctions to allow them to thrive. The different waves of support will be timely and appropriate for each child. See below for further information about how the tiered system works in operation.

## **Tiered system: Clear Processes and Procedures**

School leaders have clear internal procedures to ensure pupils are rigorously tracked and ensure strategies are consistently implemented and reviewed.

### *Moving between the Tiers:*

There are clearly outlined consequences and, likewise, mechanism for support associated to each tier. Moreover, precise internal procedures are followed to ensure we provide the right provision at the right time for each pupil.

The tiered system (table below) sets out when a pupil may move to the next tier; however, in terms of moving positively back down the tiered system, pupils need to demonstrate consistently they can adhere to the school behaviour policy for an agreed (by staff) amount of time. This will need to be tailored according to the pupil's need and the agreed actions which are in place.

If a pupil is not named and recorded within the tiered system approach but does display negative behaviours displayed within the tiered sanctions, this will be a 'one off' incident which will be logged on Arbor and dealt with in isolation. There is a clear internal threshold which triggers the next tier and subsequent wave of support.

## **Communication**

Every parent and carer will be informed if their child will enter the tiered system. Within each tier, the targets and progress will be carefully reviewed. Families will have an opportunity to feed into and discuss the targets.

## Tiered system:

	Behaviour	Appropriate Sanctions	Additional Information / Responsibilities
<b>Tier 1</b>	Calling out Wandering about classroom Running in the school building Interrupting other pupils Ignoring minor instructions Silly noises/Minor Annoyances Unkind words to others Talking during silent work Minor Playground Incidents / Transitioning into the classroom Bringing in toys, trading cards etc. Repeated swinging on chair Tier 1 other	In line with behaviour policy, pupils will have: warning, name on sad board, name underlined and name in a box.  Name underlined 3 times in a week: 1 lunchtime reflection.  Class Teachers and Team Leader analyse behaviour regularly and review strategies in place. The aim is to support the child to effectively self-regulate their behaviour and make improvements.  Class Teacher, Team Leader, with support from specialist practitioners, to consider most appropriate action to take.	Class teachers inform their team leader if there are repeated low level disruptions.  Team leaders monitor T1 incidents and track pupils to consider if and what ' <i>reasonable adjustments</i> ' could be made to their daily routines.  If behaviours persist, and the pupil continue displaying Tier 1 incidents in a short time frame (2 / 3 weeks), pupil must move from <b>T1 to T2</b> .
<b>Tier 2</b>	<b># Repeated Tier 1 behaviour</b> Refusal to work/Unacceptable output Deliberate disruption Accidental damage through carelessness Minor challenge to authority Minor, non-directed swearing Repeated minor disruptions Playground skirmish Being in a building unauthorised Spitting Tier 2 other	If the tailored adjustments (Tier 1) do not improve, a robust Behaviour Plan will be implemented. To ensure school systems are suitably rigorous, there are three key external steps that we will take: <ol style="list-style-type: none"> <li>1. Targets for Behaviour Plan are agreed. Team Leader and Class Teacher to meet parent/carer/pupil.</li> <li>2. Agree a <i>follow up meeting</i> date, within the original meeting, approximately two weeks later.</li> <li>3. Have a '<i>Final Review meeting</i>' a future two weeks later. Prior to meeting the class teacher and team leader will collaborate with Senior Leaders / SENDco to decide next steps.</li> </ol> Tier 2 supportive steps for the children may have: increased opportunities for reward, Tray system / Mentoring / Learning Breaks etc.	Team leaders and class teachers to consistently communicate regarding the impact of the additional support the pupil has received.  If it looks <i>likely</i> that T2 behaviours, after a full week, are not having the desired impact. An Observation will take place by senior leaders.  After the observation and discussion, further actions may be suggested and agreed. These actions will then be agreed and discussed with parent/carer/pupil in the <i>review meeting</i> .  A timeframe will then be allocated to monitor the effectiveness. This gives time for steps to embed and have impact.

<p style="text-align: center;"><b>Tier 3</b></p>	<p><b>#Repeated Tier 2 Behaviour</b></p> <p>Deliberately throwing small objects with intention of harming or breaking them.</p> <p>Harming someone</p> <p>Damage to school/pupil property</p> <p>Leaving class without permission</p> <p>Repeated refusal to do set tasks</p> <p>Deliberate rudeness to adults</p> <p>Harmful/offensive name calling/directed swearing at another child</p> <p>Bullying</p> <p>Playground fighting</p> <p>Not handing in mobile phones or other electronic devices</p> <p>Inappropriate use of Social Media or technology</p> <p>Tier 3 other</p>	<p>If Repeated T2 behaviours continue, or Tier 3 behaviours start, a <i>'Team around the Child'</i> (TAC) is triggered.</p> <p>Involved: All appropriate senior staff members.</p> <p><b>During the TAC:</b></p> <ul style="list-style-type: none"> <li>• The additional steps implemented in T2 are analysed and a refined approach/system considered and agreed.</li> <li>• Positive strategies put in place could be an adapted curriculum, use of 'The Nest', box activities, sensory breaks etc.</li> </ul> <p><b>SLT + Team Leader/SENDco to meet with parent/carer outlining:</b></p> <ul style="list-style-type: none"> <li>• Seriousness of behaviour</li> <li>• where the pupil sits within -the tiered system</li> <li>• -School action</li> <li>• -precise next steps</li> <li>• -Agree a time to follow up the steps in X2 weeks' time.</li> </ul> <p><b>Consequences for continued lack of self-regulation:</b></p> <ul style="list-style-type: none"> <li>• Pupil removed from classroom. The length of time: 1 lesson, half day or full day (will increase after each T3 incident)</li> <li>• The pupil to work, away from their peers, with a senior leader</li> <li>• Removal from extra – curricular clubs, if involved and required</li> </ul>	<p>SLT or SENDco will seek advice from Outside Agency/Local Authority, if and where appropriate.</p> <p>As above, if after week 1 of further strategies being implemented, it looks likely they are not having the desired outcome, a review (including observation) by HT/DHT and/or SENDco to take place.</p> <p>Any updated strategies will be circulated and implemented by all staff. The further changes and broader outcomes will be discussed at the <b>follow up parent meeting</b>.</p>
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<p style="text-align: center;"><b>Tier 4</b></p>	<p><b>#Repeated Tier 3 Behaviour</b></p> <p>Repeatedly leaving the classroom without permission</p> <p>Fighting in the classroom</p> <p>More serious playground incidents/fighting</p> <p>Serious fighting &amp; intentional physical harm to other children</p> <p>Throwing large dangerous objects</p> <p>Serious challenge to authority</p> <p>Verbal abuse/swearing to any staff or parent/carer</p> <p>Bringing the school into disrepute e.g. on public transport, road, use of social media and technology</p> <p>Vandalism/Graffiti</p> <p>Stealing</p> <p>Destroying a classroom</p> <p>Persistent bullying</p> <p>Racist incidents (1 day internal)</p> <p>Malicious or significantly inappropriate use of new technologies</p> <p>Tier 4 other</p>	<p>If Repeated T3 behaviours continue, or Tier 4 behaviours start, see the following:</p> <p>If there are <b>X4 Tier 4 behaviours</b> within a half term, that triggers an automatic fixed term exclusion (external).</p> <p>The length of the fixed time exclusion will increase (1, 2, 3 or 5 day) dependent on the number and regularity of the incidents.</p> <p>Within the re-integration meeting, further strategies will be implemented and rigorously reviewed under a clear time scale.</p> <p><b>Professional judgement will continue to be used for 'one off' incidents regarding the use of fixed term exclusions.</b></p> <p>Through collaboration between leaders, where it is felt the pupil (s) is highly likely to continue repeating T4 behaviours, or exhibit T5, the pre-emptive measures set out with the document (<i>Fair Access Panel *FAP, Use of Alternative Provision or Part Time timetable</i>) will be explored and implemented where it is deemed appropriate.</p>	<p>As soon as a pupil reaches T4 (if it has not been done already) the senior staff to alert the Local Authority and additional relevant outside agencies to seek additional advice/guidance regarding next steps and strategies to improve pupil's ability to self-regulate behaviour.</p> <p>A follow Up '<i>Team Around the Child</i>' will take place between all leaders involved (where there are persistent issues) to discuss pupils need. An agreed 'time period' will be set by HT to monitor effectiveness and agree 'if and when' the pupil will move to T5.</p>
<p style="text-align: center;"><b>Tier 5</b></p>	<p><b>#Repeated Tier 4 Behaviour</b></p> <p>Extreme danger or violence</p> <p>Very serious challenge to authority</p> <p>Verbal and physical abuse to any staff</p> <p>Absconding from school</p> <p>Tier 5 other</p>	<p>If a pupil has used an alternative provision, part time timetable, had repeated internal/external exclusions, visited FAP, managed move has been considered, a permanent exclusion, as a last resort, will be considered.</p> <p>The Head teacher – at this stage -would inform the parent/ carer that all the above strategies have been explored and the pupil is significantly at risk of permanent exclusion. Outlining the next steps that the school will take.</p>	<p>An emergency meeting would be requested with the local authority/parents letting them know the pupil is at risk of permanent exclusion.</p> <p><i>It is likely, at this stage, that the pupil will have a highly personalised plan (in line with SEND policy) and accessing a part time timetable/or attending an alternative provision.</i></p>

### **Pupils with additional need**

At The Robert Fitzroy Academy we are a highly inclusive school and do recognise that behaviour is a form of communication. Where pupils are having issues in articulating specific challenges, a differentiated and personalised approach will be adopted. If pupils with a Special Educational Need are at risk of exclusion, the school SENDco will be heavily involved through rigorous internal processes to effectively support the pupil. Where appropriate, further guidance and advice will be sought from relevant outside agencies.

### **EYFS Pupils**

Leaders recognise that some pupils, upon entry to reception, will not be equipped with the necessary behaviours that are needed to be able to effectively self-regulate their conduct. As a school, we understand that it is our place to teach and embed such behaviours and values. Therefore, the tiered system, cited above, will not take effect for pupils in reception until after the first term (or later in some circumstances).

### **Internal Exclusion**

An Internal Exclusion requires the pupil to be excluded from all contact with classmates during the school day including break times and assemblies and to be supervised by a Deputy Headteacher or Assistant Headteacher with the parent or carer formally informed of actions. A pupil on an internal exclusion will complete work during the school day.

### **Part Time Timetable**

In consultation and agreement with parents/carers a part time timetable could be introduced for a specified period to assist some pupils with their access to learning whilst improving and self-regulating their behaviour. This may be implemented if specific triggers are identified and both the school and parents/carers feel it will be appropriate for the pupil. This provision will be reviewed after 6 weeks.

### **Pastoral Support**

Leaders will collaborate and work in partnership with the Designated Safeguarding Officer (DSL) and Family Liaison Officer (FLO) to ensure that pupils, where appropriate, are appropriately supported and nurtured to self-regulate their behaviour and successfully access the curriculum.

### **Use of Alternative Provision**

The school has the power to send a pupil to another REACh2 school to modify and improve their behaviour. The objectives of the provision, days/times of attendance and duration of provision will be clearly set out from the start of the process. The pupil's attendance and progress at the alternative provider will be regularly reviewed to ensure that the placement is achieving its objectives and the student is benefitting from it. The pupil will aim to be re-integrated back into The RFA once he/she has modified and improved their behaviour so that they can conform to the school's Behaviour Policy. The school will have regard to all of the statutory guidance set out in the 'Alternative Provision Statutory guidance for local authorities (January 2013)' document.

### **Managed Move**

A 'managed move' may be resorted to in order to avoid danger of permanent exclusion. It may be used as the culmination of behaviour interventions, when no other has succeeded or, in exceptional circumstances, for a serious 'one off' incident. 'Managed moves' are arranged via the Fair Access Panel (FAP) which are convened once per half term for all participating schools. Before a pupil application for managed move is submitted to the FAP, a meeting is arranged between the pupil, parents/carers and representative from the school as a 'managed move' can

only proceed with the written agreement of all parties. If agreed, the application is made to FAP. Parents/carers should note that the pupil's attendance and behaviour records will be shared at the FAP meeting.

### **Fixed Term Exclusions**

An external exclusion requires a pupil to be excluded from the school premises for the duration of the exclusion. Parent/Carers are responsible for ensuring that their child is not on in public during an external exclusion. It is the school's statutory duty to report all fixed term and permanent exclusions to the governing body and the local authority.

Work will be provided for pupils during the exclusion. It is the responsibility of parents/carers to return work to school to be marked. For pupils with an additional educational need the work will be matched appropriately to their Education Health and Care Plan (EHCP) or as identified by their SEN Support status in line with the Code of Practice

### **Pupils returning from a Fixed Term Exclusion / Re- integration Meeting**

All pupils returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent/carer. In sync with our tiered system, the meeting will seek to establish practical ways in which further exclusions can be avoided and behaviour modified to acceptable standards in partnership between pupil, parent/carer and school. The notes from this meeting are recorded. Support will be offered and agreed with the parent/carer. This may include, for example, designating a mentor for the pupil to meet regularly and/or interventions. All support will be monitored closely and reviewed with the pupil and parent/carer in line with the tiered system.

### **Permanent Exclusions**

The school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- The school's governing body is required to review the Head teacher's decision and parents and carers may meet with them to explain your views on the exclusion
- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- The school must explain in a letter how to lodge an appeal
- The local authority must provide full-time education from the sixth day of a permanent exclusion

### **Notification of Exclusion**

1) Parents/carers will be notified as soon as possible of the decision to exclude a pupil and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day. Notices of exclusion can be given electronically if parents/carers have given written permission for notices to be sent in this way.

2) In the case of a Permanent Exclusion parents/carers will be notified by the Headteacher in a face-to-face meeting.

3) A pupil who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents/carers, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. Should it be decided, for whatever reason that 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 exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of a permanent exclusion or an exclusion that would result in a pupil being excluded for more than 5 school days the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.
- 6) For all other exclusions the Headteacher must notify the local authority and governing body once a term.
- 7) Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion
- 8) In addition, within 14 days of a request, governing bodies must provide to the Secretary of State and the local authority, information about any exclusions within the last 12 months
- 9) For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the Headteacher must also notify the pupil's home authority without delay.

## **Appeals**

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors. If unsure of the appropriate steps, please contact the school. When the governing body is considering whether a pupil should be reinstated, it should consider and evidence that was presented in relation to the decision to exclude (in addition to considering whether the decision to exclude the pupil was lawful, reasonable and procedurally fair, and whether the Headteacher followed their legal duties)

**Relationship to other school policies** The Exclusion Policy should be read with the school's Behaviour Policy as well as other relevant school policies, particularly the Inclusion Policy and Special Educational Needs Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy.

## **Monitoring and Review**

- 1) The impact of this policy will be reviewed by the governors' Curriculum & Standards Committee
- 2) The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.