

Settle and Malhamdale Federation



Pupil Exclusions Policy Policy Statement

High Standards

The Staff and Governors are fully committed to achieving high standards of discipline and behaviour. Good discipline in schools 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. Exclusion can be for a fixed period of time or it can be permanent. Exclusion will always be conducted in compliance with Local Authority guidelines. We will only issue a permanent exclusion as a last resort and in response to a serious breach or persistent breaches of the school's behaviour policy; and/or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Importance of the School Behaviour Policy

The School Policy for Behaviour sets out clearly our aims and objectives and the code of conduct we expect from our pupils. All Staff are expected to be familiar with the policy and to implement our positive behaviour strategies consistently so that pupils understand what is expected of them and know the boundaries of behaviour. Care must be taken however to adapt the policy to those pupils who have been registered as having special educational needs. Through the Positive Behaviour Policy, we aim to promote among pupils, self-discipline, a respect for authority, care and respect for others and an understanding that good behaviour is rewarded but bad behaviour will not be tolerated.

Alongside our behaviour policy we use Zones of Regulation and other behaviour management systems, as a tool to help communicate, shape and guide pupils to better understand themselves and the needs of others. Our class and school rules are designed to keep pupils safe.

When we will consider Exclusion

The local Authority provide updated guidance on Exclusion each year and the Headteacher will refer to this when making a judgement whether to exclude. Within the guidelines there are a number of reason codes which could be considered. For example, if a pupil's behaviour continues to be disruptive or violent, in spite of applying all the measures in the Behaviour Policy, and undermines the quality of teaching and learning for other pupils, then the exclusion of the pupil will likely commence.

The Guidelines for Exclusion by North Yorkshire Education Authority, as set out in their document, 'Pupil Exclusions - Guidelines for Head Teachers' is based on the following legislation: The Education Act 2002, as amended by the Education Act 2011 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 The Education and Inspections Act 2006 The Education Act 1996 The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

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Avoiding Permanent Exclusion

Permanent exclusion is a last resort and only to be initiated if the school believes there are no other options available to maintain the good running of the school and keeping children and staff safe.

In order to pre-empt potential long-term exclusion, if we believe a child presents as continued danger to self or others a Reintegration Sequence may be initiated by the headteacher to ensure that we *do not give up on any child* and do all we can to give them every opportunity to succeed within our school setting. In undertaking this strategy, the school will always be mindful of its statutory duties under Section 2 and 3 of the Health and Safety at Work Act 1974 to keep children, staff and visitors safe.

A Reintegration Plan is designed to help facilitate a systematic strategy for supporting the child back in to full time education.

If in following this process the child is unable to cope in their mainstream environment then the LA SEN team will be informed as the sequence unfolds and further resources/support will be requested.

The school expects the Local Authority to work with the school to ensure that it has the resources and provision to support the child so that the likelihood of exclusion is avoided.

If a child continues to be unable to cope in school without being a danger to self and others then the school may have to make the difficult decision that it is no longer able to meet the needs of a child. The local authority will be informed that the school cannot meet need.

The school will then work with the authority to initiate a managed move to an alternative provision that better suits the child's needs.

- Please note: If a child is involved in a Reintegration Sequence then they will not be classed as being excluded. The Reintegration Sequence is a bespoke strategy designed to support the well-being of any child who presents as a danger to self and others and to prevent behaviours that may lead to them being permanently exclusion. It is a strategy that has been shown to be particularly effective with pupils who have special educational needs including ASD and a successful strategy used for those pupils who have struggled to cope with school following the Pandemic Lockdown.

Richard Wright

Executive Headteacher

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