Exclusions Policy

Purpose of Policy

Bingley Grammar School is committed to providing outstanding learning opportunities for all its students in a safe environment. This policy directly relates to the school commitment to safeguarding all members of our community through its ‘Succeeding – BGS Behaviour Policy’ and to Bingley Grammar School’s ‘Child Protection and Safeguarding Code Policy’.

https://www.gov.uk/school-discipline-exclusions/exclusions states; “Headteachers can exclude your child if they misbehave in or outside school.”

Aims

- To use exclusions to safeguard the well-being and education of all students.
- To secure understanding of the school’s commitment to its students and their learning potential from all staff, students, parents and governors.
- To ensure all stakeholders are aware that exclusion is used to secure the best for all students.

Bingley Grammar School works to provide outstanding opportunities for all students. To support this, we use fixed term exclusion as part of our conduct process. Working to secure improved student conduct works when;

- there is full parental support.
- students are aware of the school expectations
- staff share their expectations regarding engagement and conduct

The decision to use fixed term exclusion is in response to single or continuous breaches of the school’s ‘Succeeding – BGS Behaviour Policy’ and thus overall expectations; or if allowing the student to stay would harm the education or welfare of other students or staff. The permanent exclusion of students will be the final sanction at the end of a long series of procedures or the result of a single act so serious that, in the opinion of the school, it constitutes gross misconduct.

Examples of incidents leading to fixed term exclusion are outlined below;

- Disruptive behaviour
- Bullying (in any form)
- Repeated disobedience
- Theft
- Handling of stolen goods
- Selling
- Harassment
- Verbal abuse of staff
- Hitting
• Fighting
• Filming other students
• Smoking

These are communicated to all students, staff and governors (see point 3 below). Parent/carers are informed each September and throughout the year of the school’s expectations and the importance of home school communication. These expectations are clearly defined in the ‘Succeeding – BGS Behaviour Policy’ that is available via the website or as a paper copy at request from the school.

The school will only exclude a student where it is necessary, and where all other possible disciplinary sanctions, as detailed in the school’s ‘Succeeding—BGS Behaviour Policy, have failed to be successful or are not considered appropriate in the circumstances.

Fixed term exclusions;

A fixed period exclusion is where a student is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they’ve changed school. If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, e.g. at a pupil referral unit.¹

1. The decision to fixed term exclude is made by Bingley Grammar School
2. The school may fixed-term exclude for incidents it deems warrants this sanction depending on its severity, impact and the need to safeguard students
3. The school may also fixed-term exclude those who impact negatively on the quality of learning and the school’s reputation
4. The school may fixed-term exclude students for their behaviour outside school
5. Disagreement regarding a fixed term exclusion should be initially discussed with the Assistant Headteacher in charge of pastoral support
6. If there is a further disagreement about a fixed term exclusion the complaints procedure (available on the website) should be followed

Parent/Carers

All stages of the fixed term procedure are documented and parent/ carers are informed of any action taken by the school.

It is envisaged that parent/ carers where possible, will have been involved by one or more of:

• Student Support Officer
• Head of Year/Head of Key Stage
• Assistant Headteacher

¹ https://www.gov.uk/school-discipline-exclusions/exclusions
• Deputy Headteacher
• Headteacher

If the decision is taken to fixed term exclude a student their parent/ carer will be contacted and informed of this decision. At this or a later stage a reintegration meeting will be booked to discuss the return of the student. This meeting is the opportunity for the student to display that they have learnt from the process and for parent/ carers to discuss support strategies with the school representative. Students should not return to school from exclusion without this supportive meeting as the purpose is to secure improvement and prevent future exclusions.

Following the phone call parent/ carers will be informed of fixed term exclusion in writing; this letter will be accompanied by information regarding the requirements to ensure their child is safe and refrains from negative behaviour during the exclusion. This information is also shared with Bradford Councils Exclusions Team and is recorded on SIMS (the School Information Management System). At times we also share the decision to exclude with school staff and the Police.

Permanent Exclusion

A decision to exclude a pupil permanently will only be taken 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 pupil or others in the school.

There may be circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence.

Such offences include:
• serious actual or threatened violence against another student or member of staff
• sexual or racial abuse or assault
• supplying or using an illegal drug
• carrying an offensive weapon
• intentionally setting off the school fire alarm
• a serious act of vandalism to school property
• making a malicious serious false allegation against a member of staff
• potentially placing students, staff and members of the public in significant danger or at risk of significant harm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the whole school community. Permanent exclusion means a student is expelled. The local council must arrange full-time education from the sixth school day. The school or local council inform parents/ carers about any alternative education they arrange. It is the responsibility of the parent/ carer to make sure the student attends.
While Bingley Grammar works with other Three Valley Schools to minimise the number of permanent exclusions locally, there may be occasions when a sustainable and appropriate alternative cannot be found.

In case of permanent exclusion, the student’s parents/ carers have the right of appeal to the Governing Body. Such appeals should be made through the Clerk to the Governors. Where Governors do not direct reinstatement, parent/ carers have the right to a review of the case documentation by an independent panel. This review panel can request that the Governing Body review their decision but cannot direct to reinstate. Procedures for this process are clearly defined in statutory guidance which is sent to all parties when a student is permanently excluded.

Children with SEND needs
Where a child has SEND needs, in particular an EHC plan, exclusion is seen as a last resort. To ensure it does not get to this point we consider when supporting the child or young person with their learning the design and application of the school’s behaviour policies. As a school body we have regard to the Department’s statutory guidance on Exclusions from maintained schools, academies and pupil referral units in England. In line with that guidance, we, as far as possible, avoid excluding any children with an EHC plan and make reasonable adjustments within the educational setting to ensure barriers to education are removed.

Where we do have a concern about the behaviour or risk of exclusion of a child with additional needs, a pupil with an EHC plan or a looked after child, we work in partnership with others (including the local authority as necessary), to consider what additional support or alternative placement may be required. This involves assessing the suitability of provision for a pupil’s SEN. Where a pupil has an EHC plan, we do consider requesting an early annual review or interim/emergency review.

Children classed as Children Looked After or Previously Children Looked After
The past experiences of children looked after and previously children looked after can impact on their behaviour. This is something we consider when supporting the child or young person with their learning and the design and application of the school’s behaviour policies. With regards to exclusions as a school body we have regard to the Department’s statutory guidance on Exclusions from maintained schools, academies and pupil referral units in England. In line with that guidance, we, as far as possible, avoid excluding any children looked after or previously looked after child and make reasonable adjustments within the educational setting to ensure barriers to education are removed.
This policy has been evaluated for impact on workload and working hours and has been subject to an Equality Impact Assessment.

This policy is also available in the following formats: email, enlarged print version, VLE and other formats by arrangement.

**Policy Review**

The efficacy of this policy will be reviewed every two years
Originator: MMA
Date of Review: September 2020
Updated by MMA June 2021, any changes in red
Next review: September 2022