

Eliminating Exclusion Policy 2020

To be reviewed Spring 2022

Approved by FGB Feb 2020



Aim of policy

- Ensure all stakeholders understand that disruptive behaviour is usually a reflection of unmet needs
- Ensure school leaders support the needs of the most vulnerable pupils
- Ensure all pupils can access the learning and needs they need to flourish
- Ensure East-the-Water Primary engages effectively with parents/carers
- Ensure a joined up approach includes specialised professionals; Inclusion team, Early Help and Graduated Response Tool

At East-the-Water Primary School we know we play a significant role in providing a quality education for all pupils by making reasonable adjustments to meet specific needs. We recognise the importance of whole school approach for all pupils. This first initial stage of support, we refer to as universal provision, in line with national and local guidance (*No Need To Exclude- Working Together DCC*). Our provision is targeted intervention recognising provision for 'at risk' groups and pupils showing early signs of difficulty. If difficulties persist pupils we recognise the importance of involving external specialised services to further supporting our school, pupils and families.

The role of Governors

Our governors know they have a key responsibility in ensuring the vision and ethos of our school is embedded. They hold school leaders to account in their everyday practice. It is the duty of our governors to set a culture that values meeting needs and achievement of all pupils. In turn this culture enables all pupils to access education, preparing them for life and the workplace.

The role of Headteacher and Leaders

All our leaders promote equality of opportunity, diversity for pupils and staff so that the ethos and culture of East-the-Water Primary School is embedded. Leaders prevent any form of direct or indirect discriminatory behaviour. Leaders ensure that staff and pupils do not tolerate prejudiced behaviour and challenge examples of such. Leaders ensure all staff are vigilant and that pupil welfare is actively promoted, pupils feel listened to and are safe.

The role of Support Staff supporting pupils at risk of exclusion

We provide teaching environments which are effective and enjoyable, where children flourish. These environments are enriched by well trained and experienced staff who have a clear understanding of their roles and responsibilities. In turn we ensure that the emotional health and well-being of our staff is also a priority and planned strategically by senior leaders.

Role of the class teacher

Our teachers are central to ensure the social development and emotional health and well-being of pupils is supported. Our teachers recognise it is their duty to identify those pupils who are displaying behaviour that is communicating unmet needs. The teacher's one is that of education but also caring for pupils, monitoring progress both academically and socially while encouraging involvement, commitment and high standards of work and behaviour. School policies are consistently implemented to support these concerns.

Working with parents and carers

We maintain positive working relationships with parents. We have a coherent strategy working universally, targeted and at a specialist level. At a universal level our aim is about developing trusting relationships through engagement with parents and carers. The Graduated response Toll provides a helpful structure to share with parents/carers when starting to access, plan, implement and review a cycle of support. We at all times remember that the parents of challenging pupils may also have had an adverse experience of schools therefore great care is put in place to ensure families feel comfortable and confident within the school environment. We ensure we keep each other informed and communication is clear, understanding any potential triggers for anxiety in either pupils or parent/ carers.

Early help

Early Help provides a range of services and teams, together we can work to further improve a situation for everyone. Working closely with services and specialists we can build a deeper understanding, addressing needs and preventing situations becoming more difficult in the future. Working with other agencies, the school can further sign post parents/ carers to relevant websites or specialised teams encouraging joined up working.

Parents/ carers are key to developing the pupils' emotional health and wellbeing. We recognise that they can provide valuable information about the development and skills of their child, identify unmet needs and capacity for further intervention.

Ensuring a child-centred approach

At our school we have a duty to ensure the pupil's voice is heard to increase participation in their learning, confidence, self-respect and preparation for citizenship as a future adult in society. We provide opportunities for alternative emotional strategies to be used as a tool enabling pupils' self-express and self-identify potential difficulties or needs and in turn prevent further unnecessary escalation.

Developing a whole school approach

We recognise the importance of professional development focusing on emotional health and wellbeing ensuring staff are confident, understanding and skilled. Each member of staff is clear about their role and carries out their responsibilities effectively. Staff are able to identify early signs and support intervention. Staff are able to support positive wellbeing, discuss issues around mental health, provide pastoral support and confidently promote high levels of inclusion during their daily practice. In turn we ensure that the emotional health and well-being of our staff is also a priority and planned strategically by senior leaders recognising that informal supervision is available or strategies to reduce risk.

Process of exclusion

When all other avenues have been considered to meet the needs of the pupil exclusion may need to be considered. This may be a result of the pupil's behaviour putting the pupil, peers or staff at risk of harm or at risk of no longer sustaining supervision or approval.

When excluding a pupil the following steps will be followed;

1. The parent/ carer is informed of the reason and length of exclusion, verbally and by letter.
2. The school should complete a RA35 identifying level of risk behaviour poses to pupil, peers or staff. This may vary inside or outside the classroom.
3. The parent / carer is asked to attend a meeting prior to the start of the return day to discuss or to set targets using a Personal Support Plan (PSP) profoma. Any agencies working with the family or potential agencies should be invited to the meeting eg secondary school if in year 5 or 6.
4. The school ensures that agreed support is in place on return for pupil to potentially reach targets set.
5. If exclusion repeats, the Inclusion Team should be invited to any future PSP meetings.