

# GREAT BOOKHAM SCHOOL



## SUSPENSIONS AND EXCLUSIONS POLICY

**Valid:** SPRING 2022  
**Expires:** SPRING 2023

It is the policy of Great Bookham School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, to avoid such issues reaching the point of exclusion. Exclusions take place only for very serious incidents or when other strategies have been tried and have failed over time.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

Should the need for exclusion arise, following a sustained period of unacceptable behaviour or a single case of extremely serious, dangerous and/or violent act, the school will adopt the following recommended approach using the current statutory guidance for those with legal responsibilities in relation to exclusion from the DfE and SCC guidance.

- Parents/guardians will be notified immediately by telephone and asked to remove their child from the school
- They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chair of Governors will be notified at the time exclusion is decided, as will the appropriate agencies.
- There will be a re-integration meeting on the child's return to school which the parents should attend and where a plan is agreed to support the child.

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 of a Child Protection issue, the school will report the concern and continue to monitor the situation and work closely with that agency.

It is hoped that in most cases following an exclusion, the child will be able to return to school and with support the child will develop a more positive attitude and a subsequent improvement in behaviour.

Should a parent feel that the school has not dealt with the situation satisfactorily, the parents can appeal. Information regarding appealing can be found on the exclusion letter.

The Headteacher and staff will identify pupils whose behaviours place them at risk of exclusion and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of the behaviour policy.

A serious offence could by itself justify a pupil's exclusion. This may include any aspect of the following:

#### **Physical assault against pupil**

Includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling
- Spitting

#### **Physical assault against adult**

Includes:

- Violent behaviour
- Wounding
- Obstruction and jostling
- Spitting

**Verbal abuse / threatening behaviour against pupil**

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

**Verbal abuse / threatening behaviour against adult**

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

**Bullying**

Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying

**Racist abuse**

Includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

**Sexual misconduct**

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying

**Drug and alcohol related**

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

**Damage**

Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson
- Graffiti

**Theft**

Includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

**Persistent disruptive behaviour**

Includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

**Other**

Includes incidents which are not covered by the categories above, but this category should be used sparingly

## 1. Exclusion

Each individual situation will be investigated according to need. The Headteacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, **on the balance of probabilities**, the pupil did what he or she is alleged to have done; the Headteacher may exclude the pupil.

### Managing serious or persistent problems

- We accept that it is the behaviour that is the problem and not the child.
- The behaviour of children giving cause for concern will be assessed.
- Triggers or antecedents established.
- Individual programmes will be planned to help modify inappropriate behaviour
- The child may be referred for some extra support, e.g from the Emotional Literacy Support Assistant (ELSA).
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

### Individual Behaviour Support Plans

Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices. They will:

- identify objectives and address one target at a time;
- include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;
- emphasise teaching the child alternative positive behaviours;
- specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc;
- include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour.

### Classrooms

**Teaching and learning must be able to take place undisturbed in classrooms.** If this is prevented from happening by an individual or group, the behaviours will be challenged.

The aim of our positive behaviour management policy is:

- to help pupils realise the appropriate behaviour and provide strategy/guidance on putting it right
- to reward positive behaviour
- to help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour.

To support good behaviour, we have a clear process that is shared with the children. Class rules are established with each class. These are regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour and reviewed to ensure consistent use across the whole school.

## 2. Types of exclusion

### Fixed term suspension

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

Parents of all pupils who are suspended on a fixed-term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed.

### Permanent Exclusion

**Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly.** Only the Headteacher can permanently exclude a pupil or a named deputy if the Headteacher is out of school.

The Headteacher may decide to permanently exclude a pupil only when s/he is sure that:

- the pupil has seriously breached the school's behaviour and discipline policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all exclusions which have to be reported to the Local Authority and the Governing Body. The school is able to seek advice from the relevant LA officers, such as the Inclusion Officer and the Exclusion Officer if necessary. If the child is a Looked After Child, the Virtual School will be involved for advice and support.

Parents are able to seek advice from the local Surrey Parent Partnership service if they have concerns and must also contact the school's governors following an exclusion following the statutory DfE and SCC guidance.

Links to other policies:

Behaviour and Discipline

Safeguarding and child protection

Equalities Policy

Anti Bullying

Complaints