



PORTICO
ACADEMY TRUST

opening doors, unlocking potential

School Exclusion Policy

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Next Review Date: March 2028
Person Responsible: M Aggus



Inclusion

All children deserve to thrive academically and socially. At West Leigh Junior School we adapt our curriculum to ensure it is accessible to meet different needs and high expectations are maintained for all. Inclusion runs through everything we do; it is not a bolt on. We are a community school which strongly believes that we have a duty to provide for the varying needs of our children in order to ensure that they are ready for the next stage of education and beyond.

We have high expectations of **all our pupils**. We firmly believe that with high quality teaching and effective engagement from parents **every child** can meet their academic potential. We are also passionate about the children's social and emotional development and believe that all children should be offered opportunities to ensure that they leave our school with high aspirations for their future.

We believe that all our children have an equal entitlement, and should have an equal opportunity to be supported and challenged to maximise their potential, therefore our curriculum is bespoke and allows children to make progress in a variety of ways.

Every child within our school can thrive and we do everything we can to make sure that happens.

That means we:

- provide lessons that meet the needs of every child;
- make reasonable adjustments to lessons and our school environment;
- provide staff training to expand our expertise.

We think about both the long term and the short term. Our ambitions for our children include for them to:

- have personal, spiritual, moral and cultural awareness to learn and achieve;
- have good friendships and relationships;
- live a healthy and independent life;
- be successful in work;
- feel safe and secure.

Sanctions

Pupils are reminded regularly of expected behaviour and of the consequences of inappropriate actions. When a pupil does not respond to reasonable requests and warnings, they will be given a sanction.

If the pupil fails to respond to additional support and sanctions given in class, a member of the Senior Leadership Team may be called. The pupil may be asked to leave the class for a short period of time.

The involvement of the Senior Leadership Team may lead to further sanctions.

Serious incidents (including bullying, harassment and discrimination) are recorded on a Serious Incident Form in accordance with the Anti-bullying policy.

Sanctions are expected to be in proportion and if possible related to the behaviour shown. The sanctions could be:

- completion of work at an alternative time (such as break or lunchtime);
- supervised time out from the playground;

- withdrawal from extra-curricular clubs;
- removal from class;
- internal/fixed-term/permanent exclusion – see below.

Pupils whose behaviour is consistently causing concern will be discussed with the Senior Leadership Team and Portico Behaviour Team and may be given a consistent behaviour management plan. Following a discussion with the SENCo, the pupil's name may be placed on the SEND register under the category of Social Emotional and Mental Health Difficulties (SEMH) if this is believed to be the primary cause of the pupil's difficulties. The school may seek the support of other professionals. A small number of pupils not on the SEND register may have a consistent behaviour management plan.

Changes to the school day

In order for pupils to achieve success, they may be offered a change in the times for their school day. This can provide pupils presenting inappropriate behaviour to attend school for a shorter period of time giving them an opportunity to demonstrate good behaviour and then build on that success. This is a short-term measure with a clear end date. Throughout this period, regular meetings are held with parents to provide them with progress information. The increase of time in school is under constant review with the aim of achieving full time as soon as possible.

Suspensions / Exclusions

If, after following the sanctions outlined above, behaviour does not improve, then a suspension may be considered. It is also possible that a suspension will be given for any incident if it is deemed to be serious.

(As an alternative to a suspension where the pupil is expected to be off site, pupils may be given an internal exclusion where the pupil will be educated in isolation.)

The following are examples of behaviour that could lead to a suspension:

- refusing to follow reasonable adult requests;
- fighting in or around school;
- verbal, physical, sexual or emotional abuse of another person;
- acting in a manner likely to cause danger to themselves or others;
- acts of vandalism;
- incidents that might continue if there was not a 'cooling off period';
- any other situation where the principal considers fixed-term exclusion appropriate.

After each suspension, the principal will call a post-suspension meeting with the pupil and their family to discuss their child's return to school. It may be deemed appropriate to provide support which may be in the form of a support plan and may include part time attendance or a positive handling plan.

The suspension process is used for three main purposes:

- to give a clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school;

- to allow a period of reflection for the pupil;
- to enable other pupils to learn in a safe, calm environment.

During each suspension, the principal will consider whether:

- further investigation of the incident is needed;
- the pupil should be permanently excluded;
- the pupil should have a managed change of school;
- additional resources are available which may allow the pupil to remain in the school without further exclusions such as a referral to Early Help or other outside agencies.

The following behaviour could lead to a permanent exclusion

- serious incidents or assault, including using threatening behaviour, on or towards another pupil, member of staff or visitor;
- endangering lives;
- persistent unacceptable behaviour, including frequent refusal to follow school rules and regulation as outlined above which has not been modified by suspension;
- possession of a weapon;
- possession of an illegal substance.

Supervised education is provided from the 6th day of exclusion by the Local Authority. Work will be provided by school from the first day of exclusion which may be of a blended variety – both physical work to be collected by parents and online work via Showbie. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the principal and cannot attend school events during this time. (For all suspensions/exclusions we follow the Southend Local Authority guidance.)

Following a decision to suspend/exclude, the principal will notify the parents without delay. They will also provide a written notification of the reason(s) and duration of the suspension, outlining the manner in which parents can make representations to Trustees.

Portico Academy Trust/Governance

The principal is required to report to the trustees on the effectiveness of the policy. Exclusions must be reported and in certain circumstances, a Pupil Discipline Committee may be convened to consider exclusion.