



THOMSON HOUSE SCHOOL

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# Thomson House School

## Exclusion Policy

Agreed by: Governor's Education Committee

Date: October 2022

Review Cycle: Annual

Next Review Date: October 2023

All the Thomson House School policies should be read in conjunction with the Behaviour Policy, Equality Policy and the Child Protection Policy.

If you require a copy of this document in large print, Braille or audio format, please contact the School Business Manager

## **Rationale**

This document deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed;
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

## **Introduction**

The decision to exclude a pupil will be taken in the following circumstances:-

- In response to a serious breach of the Thomson House Behavioural Expectations
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others (including adults) in the school.

We do not wish to exclude any child from school, however sometimes this may be necessary. Thomson House School will use the Department for Education's statutory guidance '[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(updated 2022\)](#)' and the statutory guidance on '[Behaviour in schools: advice for headteachers and school staff \(2022\)](#)'

Behavioural Expectations, rewards and sanctions are outlined in this Behaviour Policy. Should a child's behaviour not respond to a sanction by restoring positive behaviour, an in-school exclusion may be issued.

## **In-school exclusions**

This will involve a child working in a class other than their own. Work is provided by their class teacher and the child will usually work in a reciprocal class for a period of half a day / one full day. A telephone call and letter/email home will inform parents that this is to be carried out. The use of this removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

## **Fixed period exclusions**

A child who gets into serious trouble may be excluded from school for a fixed period of time if they have seriously broken school rules or if by allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils, or harm adults.

Examples of this behavior may include:

- Verbal abuse to staff and others / Verbal abuse to pupils
- Indecent behaviour
- Physical abuse to/attack on staff/ pupils (e.g fighting, causing harm)
- Damage to property
- Misuse of illegal drugs or other substances
- Theft
- Threatened violence against another pupil or a member of staff
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

### **Exclusion procedure**

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Head Teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governing Body Discipline Committee will meet and review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Governing Body Discipline Committee will meet and review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter /email will be sent giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter/email.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal substances on school premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal substance
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 193 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him")
- Arson

The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned.

Before deciding whether to exclude a pupil either permanently or for a fixed period the Head Teacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equality Policy, Child Protection Policy
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head Teacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, exclusion will be the outcome. Making the decision to exclude either for fixed term or permanent is not one to be taken lightly and will be treated as such by all involved.

### **Discipline and physical contact**

At Thomson House School teachers will not punish pupils physically but can physically restrain them where it's necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption.

Teachers are trained to de-escalate, defuse and divert first in order to manage more serious misbehaviour. However, we accept that in exceptional circumstances, physical intervention may be necessary. Thomson House School will use the Department for Education's guidance [Use of Reasonable Force – advice for school leaders, staff and governing bodies](#).

If a pupil is deemed at risk of challenging behaviour, the staff supporting that child will have training in identifying behavioural triggers; the use of effective strategies to divert, defuse and de-escalate; understanding strategies to be avoided and be aware of preferred physical interventions.

Physical Intervention refers to the actions by which one person restricts the movements of another. It implies the restrictions of a person's movement which is maintained against their will. Intrusive forms of physical intervention, which are used as a response to violence, can be potentially harmful. Within this

context, terms such as control, restraint, physical restraint, force or handling, are all considered as physical intervention. It is important to note that not all physical intervention involves physical contact; for example, locking a pupil in a room or using physical presence to restrict a pupil's freedom of movement is also considered physical intervention.

Staff are trained to support the management of physical intervention and no member of staff will be asked to operate physical intervention on a child without being trained.

Physical intervention, when used, will be:

- in the best interest of the child
- reasonable and proportionate
- intended to reduce risk
- the least intrusive and restrictive of those options available which are likely to be effective

Any incident of physical intervention is distressing for the pupil and the member of staff. Following an incident, the intervention will be recorded on CPOMs within 24 hours and any medical support necessary will be offered to all parties. Parents will be informed immediately following the incident. Well-being support will be offered to both the pupil and staff concerned.