

RYDES HILL PREPARATORY SCHOOL & NURSERY

P02 (ISI 15A) – EXCLUSION POLICY (INCLUDES EYFS)



RYDES HILL

PREPARATORY SCHOOL & NURSERY

MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in a loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the school based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what the school stands for and all are encouraged and challenged to be the best they can be.

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Reviewed By :	Sarah Norville	11 th September 2024
Approved By :	SLT	17 th September 2024
Governor Review By :	Not required	

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Revision History

Revision	Paragraph Number	Revision
October 2011		Original
October 2012		Update
October 2013		Update
October 2014		Update
October 2015		Update
October 2016		Update
October 2017		Update
October 2018		Update
October 2019		Update
December 2020		Update
July 2021		Update
September 2024	5 Appendix A	Removal of 'kindness board' Update of references

Abbreviations, Terms, Acronyms and Definitions

Abbreviation / Term / Acronym	Definition
C-SPA	Surrey Children's Single Point of Access
DfE	Department for Education
Discrimination by Association	Protected by the Equality Act 2010 and described as:- <ul style="list-style-type: none"> If you are treated unfairly because the people in your life (e.g. parents, siblings, friends) have or a believed to have a Protected Characteristic
EYFS	Early Years Foundation Setting
Parents	In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility. Where practicable, all those with parental responsibility should be involved in the exclusion process but where this is not practicable, at least one adult with parental responsibility should be involved.
Protected Characteristic	Characteristics protected by the Equality Act 2010 include :- <ul style="list-style-type: none"> Age, disability including SEN, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

SEN	Special Educational Needs – including by not limited to:- <ul style="list-style-type: none">• Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD), Conduct Disorder (CD), Oppositional Defiance Disorder (ODD), Autism & Asperger's Syndrome
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Aim / Objective / Statement of Intent

1. All schools have the legal right to impose reasonable sanctions if a pupil misbehaves. DfE guidance (referred to in Appendix A) advises that sanctions that a school might use include: a reprimand, removal from a class or group, loss of privileges, confiscation of a possession that is inappropriate in the classroom, detention, or exclusion. Physical punishment is, of course, illegal. Exclusion, whether temporary or permanent, is a last resort. Permanent exclusion is used only in the most serious of circumstances.
2. Independent schools are required to have written behaviour and exclusions policies that are accessible to parents and pupils on the school website and on request from the Headmistress. The relevant policies for Rydes Hill Preparatory School are:
 - Anti-Bullying Policy (P01)
 - Exclusions Policy (P02)
 - Pupil's use of Computing, Mobile Telephones and other Electronic Devices Policy (P03)
 - Safeguarding Policy (P04)
 - Behaviour, Rewards, Sanctions and the Use of Reasonable Force Policy (P16)
 - Complaints Procedure (P39)
3. The aim of this policy is to give clear guidance to Governors, staff, parents and children of the consequences of poor behaviour and the processes that will be followed up to and including any pupil exclusion on either a temporary or permanent basis.

Introduction

4. We take the behaviour of our pupils very seriously. Expected standards of behaviour are maintained beyond the School day and into our after-school clubs and wrap-around childcare provisions. Where poor behaviour outside of school impacts on behaviour in school these issues may also be dealt with under this Policy. Good behaviour helps to maintain a good learning environment, keeps pupils safe from harm and encourages high moral standards. When poor behaviour is exhibited we ensure that this is identified quickly to the pupil so that they have the opportunity to correct this. We consider if poor behaviour could be caused by other external factors such as needs not being met or bullying, and act accordingly. Our pupils range in age from 3 to 11 and therefore the approaches we use correlate to the type of behaviour that is expected, the pupils' understanding of what is expected and their ability to understand how to change their behaviour and the consequences of not doing so. Wherever possible we will involve parents in the exclusion process and where it is appropriate to do so we will also involve the pupil. All incidents of pupil behaviour which fall below the expected standard will be recorded and a register of sanctions imposed for serious misbehaviour will be kept.

Rewarding Good Behaviour

5. At Rydes Hill Preparatory School we encourage the establishment of good staff /pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment.

Our system of rewards for good behaviour includes :

- Verbal praise and written praise for good work;
- Stickers, star badges, Achievement Book, smiley faces etc. (dependent on year group)
- Weekly Kindness Award highlighting pupil and staff acts of kindness both in and out of School
- Weekly Excellent Conduct and Excellent Work Achievement Awards
- Weekly Subject Achievement Awards including Ballet, French, Music, RE, Science, PE, computing, Forest School and a Special Girdle
- House points
- Posting certificates, photographs and information on out-of-school achievements on the noticeboards in school, in the school newsletter, on the school website and social media channels, (where relevant permissions have been given) and praising them in whole school assembly

Sanctions for breaches of discipline which do not merit immediate exclusion

6. When poor behaviour is identified, sanctions are implemented in line with the School's Behaviour, Rewards, Sanctions and the Use of Reasonable Force Policy (P16). We have a range of disciplinary measures which include:

- A verbal reprimand from a member of School staff;
- Spending time in the "Reflection Room" with a member of SLT;
- Reports or letters to parents (which are always worded to be as constructive as possible);
- Additional school work or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as punishments, such as copying passages from text books or essays;
- Loss of privileges such as taking part in school productions or playing in sports matches;

7. The class teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, late or poorly completed work, poor playground etiquette, taunting or low level single incidents of bullying such as an isolated case of refusing to talk to someone. The class teacher may impose any one or more of the sanctions above. Whilst poor behaviour can never be excused, the pupil will be given the opportunity to explain the reasons for

their behaviour. Disruptive behaviour can be an indication of unmet needs or of bullying for example. If there are any concerns at all in this regard, the class teacher should choose not to impose any disciplinary measures in the first instance but instead discuss the matter with the Deputy Head (Pastoral) and/or the child's parents if appropriate.

8. Repetitions of the same behaviour will be reported to the Deputy Head (Academic) and Deputy Head (Pastoral) and may lead to the pupil being identified for behaviour monitoring across the whole school. Teachers of all subjects, lunchtime and break supervisors and non-teaching staff will be informed that a pupil is subject to this monitoring and will be asked to report both good and poor behaviour they witness until the pupil is no longer subject to this monitoring.
9. If the pupils' behaviour improves then they will no longer be subject to behaviour monitoring across the whole school, however any quick return to the same behaviours will result in the steps outlined in paragraph 10 below being taken immediately.
10. If the pupil fails to improve their behaviour, their parents will be informed and invited to school for a meeting with either the class teacher, the deputy head (Academic), the deputy Head (Pastoral) and/or the Headmistress.
11. The aim of the meeting will be to identify to the parents the poor behaviours that have been displayed by the child and what steps must be taken by the child and/or parents in order to correct them. A time by which improvement must be seen will be given and details of the consequences of not improving or reverting back to poor behaviour will be given to both parents and child. This may include either fixed-period or permanent exclusion.(See paragraph 18 onwards)

Breaches of discipline outside of School Grounds

12. The School takes the conduct of its pupils outside of school grounds extremely seriously. A pupil's misbehaviour outside of school, whether taking part in any School-organised or School-related activity, travelling to or from School, wearing School uniform; engaging in cyber-bullying, or in some way identifiable as a pupil at the School, can be damaging to the reputation of both the pupil and the School. Misbehaviour at any time, whether or not the previous circumstances apply that could have repercussions for the orderly running of the School or poses a threat to another pupil, staff or member of the public or could adversely affect the reputation of the school, will be grounds for discipline.
13. Where an incident is reported to the School of a pupil/s poor behaviour outside of the school grounds and the incident has not been witnessed by School staff, the School will take an evidence-based approach and/or talk to witnesses, the pupil and parents before identifying further action and any sanctions required for such behaviour.
14. The School will usually report to the police any activity which it believes may amount to a

criminal activity which takes place either within the school grounds or outside of its grounds. Drugs and weapons will be confiscated immediately and held for the police as potential evidence. If the School believes a pupil may have taken or been given drugs then the School will seek immediate medical advice and may involve the police.

15. Any sexual offence will be reported to C-SPA immediately in line with our safeguarding procedures, including in cases where a pupil is suspected or alleged to have committed such an offence provided a reasonable amount of evidence is available. The pupil's parents will be immediately contacted and told that C-SPA have been informed. If the alleged victim is also a pupil of the school, then their parents will also be immediately contacted and told that C-SPA have been informed. Whether the alleged victim and parents then speak to the police is a matter for them. Further details can be found in our P04 Safeguarding Policy.

Breaches of School Rules which merit exclusion

16. Any decision to exclude a pupil on either a fixed-period or permanent basis must be lawful, rational, reasonable, fair and proportionate. All children have a right to an education however unlike Maintained Schools, Independent Schools are not obliged to provide education to any particular child. We are aware however of the seriousness that any period of exclusion has on a pupils school record and of their ability to access future school placements. 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/or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

17. A non-exhaustive list of the sorts of behaviour that could merit fixed-term or permanent exclusion includes the following:

- A physical assault of a serious or unprovoked nature.
- Repeated physical assault against pupils or adults including biting, kicking, punching or throwing objects intending to injure another pupil or adult
- Verbal abuse/threatening behaviour against pupils or adult
- Bullying, including through social media and other forms of cyber-bullying (Refer to P01 Anti-Bullying Policy for our definitions of bullying and cyber-bullying) whether done anonymously or not
- Abuse on grounds of any **protected characteristic** (see definitions) whether real or perceived
- **Discrimination by association**
- Sexual misconduct including peer-on-peer abuse
- Drug or alcohol misuse
- Damage to property
- Theft
- Persistent disruptive behaviour
- Malicious accusations against staff or other pupils

- Parental behaviour (See 'Exclusion due to Parental Behaviour' – Paragraphs 31 – 33 below)
18. Exclusion on either a fixed-period or permanent basis may occur in the event of a series of minor misdemeanours as well as for a single occurrence of serious indiscipline. (See paragraph 11 above)
 19. Except in the most serious of circumstances a fixed-term exclusion will be the first step taken in respect of the exclusion process. Parents will be contacted by the school and asked to attend a meeting with the Headmistress, or in her absence, the Deputy Head (Academic) or Deputy Head (Pastoral). Only these three members of staff will be able to make the decision to exclude any pupil. If the parent is not able to attend a meeting immediately, the decision to exclude and the reasons for that will be communicated via telephone, or if that is not an option, email. If there is a risk to the safety of other pupils or staff, the pupil will be kept in isolation with a member of the SLT. Otherwise they will remain in class with their peers. On the day of their exclusion, the pupil will not be allowed to attend any after school clubs or activities on school premises whether or not they are run by the school.
 20. Governors will be informed in advance of any decision to exclude a pupil on either a fixed-period or permanent basis.
 21. If the parents are unable or unwilling to meet with the Headmistress or her designate immediately, they will be expected to attend a meeting as soon as can be arranged thereafter. The pupil will remain excluded during this period.
 22. The meeting with parents will set out the reasons that the exclusion has been necessary, how long the exclusion will last, what steps must be taken by the child and/or parents in reparation (such as paying for damage to school equipment), the parent's right to put forward an appeal to the Governing Body (See P39 Complaints Policy), the process for reintegrating the pupil to school after exclusion and managing their future behaviour and, if appropriate, what alternative provision will be provided by the school, for example, written work to be completed at home. (The school is not obliged to provide an alternative provision but may choose to do so where this is in the best interests of the pupil.) Wherever possible, excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand. If it is deemed beneficial to the child, these meetings may take place away from the school premises.
 23. The information provided during these meetings will be provided in writing within 3 days of the meeting by posting it to their address registered with the school. An additional copy may be provided electronically if the parents specifically request this. The Headmistress will ensure that information provided to parents is clear and easily understood.
 24. A fixed-period exclusion may be from half a day to 5 full days. These days may not need to be consecutive and pupils may be excluded from certain subjects on certain days. For

example, a pupil may be excluded from swimming lessons at Surrey Sports Park for 5 consecutive weeks but be allowed to attend school for other lessons.

25. During any period of exclusion the pupil will not be allowed to attend any before or after school clubs or activities, even where these are paid for separately by parents but are held on school property, and including any school-related activities held elsewhere. For example they may not play in or attend as a spectator any sporting events where the School is represented. They must not enter school property unless invited to do so by the Headmistress and must always do so in the company of their parents. They may not come onto school property whilst siblings are collected for example unless this has been specifically agreed with the Headmistress.
26. The school may, at its discretion, choose to offer pastoral support to either the pupil or parents in keeping with the School's moral values.
27. A fixed-period exclusion will not be extended or 'converted' into a permanent exclusion. In exceptional circumstances, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends. If it should become necessary to permanently exclude a pupil from the school, parents will be advised immediately and the basis for this decision will be clearly explained. If parents wish to appeal this decision they may do so following the guidance in P39 Complaints policy.
28. Any fixed-period exclusion or permanent exclusion will not attract any refund of fees. If the permanent exclusion takes place 8 weeks or less before the last date of the School's academic term, parents may be liable to pay 1 term's fees in lieu of notice should the School not be able to fill the vacant place.
29. In the case of permanent exclusion, the pupil will be removed from the School roll and the local authority will be informed that the pupil is no longer registered with us. It is the School's legal duty to do this under the Education (Pupil Registration) (England) Regulations 2006 – Section 8(1)(m).
30. The School will provide support to the parents and pupil in order to secure a place at another school. This support may extend to advice on an alternative setting or references. The School undertakes to provide references based on the pupil's entire record at the school taking into account all behaviour and academic information.

Exclusion due to Parental Behaviour

31. In certain circumstances the behaviour of one or more parents, carers or guardians, may give the school reason to consider excluding the pupil. A non-exhaustive list of circumstances which might give rise to this is as follows:
 - Verbal abuse, threatening or intimidating behaviour, including by electronic means or actual physical violence by the parent/carer/guardian toward a member of staff at any time and in any location;

- Verbal abuse, threatening or intimidating behaviour or actual physical violence by the parent/carer/guardian toward another parent/carer/guardian on school premises;
- Verbal abuse, threatening or intimidating behaviour or actual physical violence by the parent toward any child, whether a pupil of the school or not;
- Conviction of the parent/carer/guardian for any serious criminal offence including but not limited to one involving violence or sexual offences including grooming of children

32. In any circumstance where a pupil has to be excluded due to the behaviour of the parent/carer/guardian, the school will make every effort to support the pupil academically and pastorally throughout the period of exclusion and/or until the pupil finds a new school.

33. The School's preference in these circumstances would be to exclude the parent/carer/guardian from school life as opposed to the child and all the circumstances would be considered before this step is taken.

List of Appendices

Appendix A – List of reference material

Appendix A

- A. Human Rights Act 1998
- B. ISI Handbook for the Inspection of Schools, <https://www.isi.net/inspection-explained/inspection-handbook/interactive-version/>
- C. 'Behaviour and Discipline in Schools : Advice for Head teachers and School Staff', DfE January 2016
- D. 'Excluding Pupils – A Practical Guide for Independent Schools' by Farrer & Co (an ISBA briefing document), May 2013
- E. The Education Act 2002, Part 10
- F. The Education (Independent School Standards) Regulations 2019 (**ISS Regulations**) https://assets.publishing.service.gov.uk/media/5cd3fc2fe5274a3fd6ee74b0/Independent_School_Standards- Guidance_070519.pdf