

Vision statement
BRIDGE is a family of schools committed to high performance. We embrace a universal culture of excellence in the learning communities we build.
Aims
To continue building a Multi Academy Trust that promotes strong values, an excellent education for all children, develops highly effective Academy Teams, is financially secure, and ensures effective governance.
To nurture, support and encourage aspirations by providing excellent learning opportunities, inspiring teaching environments, and a creative approach to curriculum subjects that secures engagement from all our learners resulting in high levels of academic progress and outcomes.
To develop outstanding leadership, teaching and support teams by valuing committed, reflective staff, and providing rigorous and challenging professional development for continual School Improvement.
To develop hubs as centres of learning excellence to disseminate best practice, firstly within and then beyond, the Trust.
To successfully engage and communicate with parents/carers in our local communities, supporting the children’s progress, well-being and achievement.

Exclusion Policy

Purpose
This policy is designed to detail how and when exclusions may occur

September 2021

Policy Version	V1.1	Next Review Date	09/24
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Purpose

Bridge Schools Trust has an ethos and vision of supporting all children and in working together with families to support pupils in all aspects of their development. There may be an occasion, however, when the behaviour of a child may be of such a nature or severity that the final option is to exclude them from school. This is always considered a last resort and only after a range of measures and strategies had been deployed with the support of the school team. An exclusion may be for a fixed period or permanent, depending on the extent of the negative behaviour.

Through knowledge of pupils and Thrive/alternative screening, staff may identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs. This could include working in partnership with other agencies and if this is the case, we would involve parents or carers in any referrals.

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 discipline. The policy and Local Authority guidelines should be applied consistently – all members of staff and parents involved should be kept informed of the policy.

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

- Violence towards an adult or child
- Child sexually abuses/harasses another individual
- Swearing/verbal abuse at an adult or
- Child Racist verbal abuse
- Wilful damage to school or another's personal property
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school Theft
- Carrying an offensive weapon

Exclusion

Each individual situation will be investigated according to need. The school team will gather evidence which may include speaking with other children or adults to gain the full picture before action is taken. The background and circumstances of the child are also considered and if satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

Types of exclusion

1. Fixed term exclusion (formerly known as being 'suspended'). This is used when persistent, inappropriate behaviour continues over time or if a one-off serious offence is committed. The information is brought to the Head who will make an informed decision. Examples of serious offences, but not an exhaustive list are:
 - Violence towards an adult or child (which is deliberate and/or causes serious injury)
 - Swearing at an adult
 - Racist verbal abuse

Parents of all pupils who are excluded 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. This may include a representative of the governing body (Chair, Vice-chair or SEND Governor), a representative of the local authority and/or a representative from trade unions. A Behavioural Support Plan will then be put in place to support the pupil. This is reviewed fortnightly with parents until it is no longer felt to be necessary or further measures are needed.

2. Permanent Exclusion (formerly known as being 'expelled') Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly. 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 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 and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA officers, such as the Inclusion Officer and the Exclusion Officer if necessary.

Parents are able to seek advice from the local Parent Partnership service if they have concerns, and may also contact the school's governors following exclusion if they wish to. The details for this process are laid out in the formal letter that is given to parents in the incident of exclusion.

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 are usually created in collaboration with class teachers and support assistants and shared with parents/carers and the child. They will be regularly reviewed and discussed with parents or carers.

Individual Behaviour Support Plans 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, loss of a privilege
- Include some form of self-assessment – e.g. chart to grade own behaviour, scoring system during a session – to encourage responsibility for own behaviour;
- Include Thrive Action Plan support

At Bridge Schools, we believe in behaviour *development* rather than behaviour *management* and the focus for the child is on helping them to identify their triggers and develop alternative responses. Much of this is done through Thrive and/or pastoral interventions.