



This policy forms part of the BEHAVIOUR POLICY, and does not stand alone. It must not be reviewed separately to that policy.

Exclusion Protocol

The Academy does not believe that exclusion supports improved behaviour and therefore a key priority is for zero exclusion. However, exclusion will be used as an important part in ensuring and maintaining a safe environment for our children and staff.

Steiner Academy Bristol will exclude where a learner's continued presence on site would be harmful to any individual or the community. The Principal makes all decisions about exclusion - if the Principal is not available this decision is delegated to the Vice Principal (SENDCo) and where possible they will contact the Principal to ratify the decision.

Fixed term exclusions may be used when it is felt that:

- The learner's continued attendance may put others at risk
- The learner has repeatedly not responded to other strategies and approaches, therefore, by their own actions and choices they are disrupting the education of other children and/or the smooth running of the academy.

Fixed term exclusions will normally not exceed 5 consecutive school days. It is the responsibility of the learner's usual class teachers to set work to cover the main sessions missed. Teachers will be notified of the requirement to set work as soon as practical and must set work within 24 hours of the request being made.

Following exclusion, consideration should be given as to whether it would aid the child's re integration back into school to spend at least one day in the Well Being Area. This can give the academy time to ensure that appropriate plans are in place. In addition it enables the learner time to reflect further on the behaviour that led to the exclusion with a supportive adult, allow for any restorative meetings to take place, ensure that the learner has fully completed all the work set while on their exclusion and is in a good position to rejoin the rest of the class. The relevant teacher(s) will also be expected to be involved in this process.

It is expected that children who have been excluded will normally be referred to the Behaviour and Emotional Wellbeing adviser for support and to be given strategies for staff to support the student.

If this is the child's first exclusion an Academy Support Plan should be written by the SEND team, in collaboration with parents, the SENDCo and the Behaviour and Emotional Wellbeing Adviser and any other relevant professionals. This plan should identify clear targets for the learner, to be monitored by the Behaviour and Emotional Wellbeing Adviser.

If the Learner has been excluded more than once a Pastoral Support Plan should be written in the same manner.

If a learner is excluded more than once a Behaviour Panel meeting should be called with parents, relevant staff and professionals to look at whether a Bristol Inclusion Panel or Early Intervention Base referral should be considered. For this meeting the SEND team will provide the pack of evidence, that will be taken to the Inclusion Bristol Inclusion Panel Meeting if this is the conclusion of the meeting. The SENDCo will have been involved and will include the approval of the Leadership team.

If after this meeting the child is excluded again it would normally be considered appropriate to make a referral to the Bristol area panel.

Exceptions to zero permanent exclusion

There may be exceptional circumstances where in the Principal's judgement it is appropriate to permanently exclude a learner in order to ensure the safety of the rest of the community

These can include:

- Physical assault against another learner or a member of staff
- Inciting violence against other members of the community
- Sexual abuse or assault
- Supplying drugs (see drugs_policy)
- Persistent aggressive or intimidating behaviour
- Persistent and serious disruption to learning

In these circumstances, our duty of care to the rest of the community outweighs the needs of the individual.

