Inclusion Policy

Reviewed September 2026
Date of Next Review September 2027

VERSION CONTROL			
Version	**DATE**	**AUTHOR**	**CHANGES**
Inclusion	Sept 25	N Harris	• Removal of section regarding option of Pastoral Support Plan instead of suspension. • Change of method of sending suspension / exclusion letters our from post to email. • Addition of word Trust to child on child abuse policy • Minor wording change to subheading
Inclusion	Sept 26	K McKeeman	• Updated terminology to reflect current DfE guidance, including "suspension" rather than "fixed-term exclusion". • Updated suspension and exclusion procedures in line with statutory guidance. • Strengthened consideration of SEND, disability, reasonable adjustments and individual circumstances. • Added consideration of pupil voice when making suspension/exclusion decisions. • Strengthened arrangements for reintegration following suspension. • Added guidance regarding repeated suspensions and review of support and provision. • Added guidance on off-site direction as a preventative measure. • Updated managed move guidance to clarify that moves must be voluntary and agreed by all relevant parties. • Removed reference to using Fair Access to secure a managed move where agreement cannot be reached. • Added clarification regarding EHC plans and Local Authority involvement. • Added clarification around education provided during longer suspensions. • Minor grammatical and consistency amendments throughout.

Inclusion Policy

Introduction

Abbey Primary School values the individuality of all children.

We are committed to giving all our children every opportunity to achieve the highest of standards as outlined in the school's mission statement and aims which are reviewed and reflected upon annually. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations and aspirations for of all our children. The achievements, attitudes, and well-being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, or background.

Aims

Abbey Primary School aims to be an inclusive school.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with additional learning needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges
- responding to the diverse needs of the children
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities to meet the needs of individuals or groups of children

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Learning and Teaching Styles

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we adapt programmes of learning from a previous phase delivered at an age-related interest level.

When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their individual needs. Where the

attainment of a child significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

Teaching and support staff are familiar with the equal opportunities' legislation covering race, gender and disability.

Teachers and support staff ensure that all children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- participate fully regardless of disabilities or medical needs

Children with Disabilities

Some children at Abbey Primary School have disabilities. We are as committed to meeting the needs of these children as we are to meeting the needs of all groups of children within our school. Abbey fully meets the requirements of the Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning. All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access. For children with non-physical disabilities, we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage. The school uses specialist desks, chairs and other furniture / equipment as and when necessary for pupils with specific physical needs. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that the school has to offer, and our Disability Equality Scheme details the actions we plan to take to extend access for the whole community of the school.

Teachers modify their learning and teaching expectations as appropriate for children with Special Educational Needs and/or Disabilities (SEND) . For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers and support staff ensure that the work undertaken by children with SEND:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work or when, for example, using visual aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allows hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science and to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities
- takes account of pupils whose SEND impacts upon their behaviour and make reasonable adjustments to accommodate this.

Disapplication and Modification

The school, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Abbey Primary School's policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. Abbey Primary School achieves this through greater scaffolding of planned learning or through the provision of learning resources. When necessary, Abbey Primary

School also supports learning through the involvement of appropriate external specialists. In such cases, teachers work closely with them to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. This would only be undertaken following detailed consultation with parents. The school governor with responsibility for Special Educational Needs and/or Disabilities would also be closely involved in this process. Abbey Primary School would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Inclusion and Prejudice

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum, our Personal, Social, Health and Economic Education (PSHE) and our Relationships and Sex Education (RSE) curriculums. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All prejudice incidents are recorded and reported to the Governing Body by the Headteacher. The school contacts parents of those pupils involved in racist/homophobic incidents.

Use of Fixed-Term Suspensions

At Abbey Primary School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. Suspension is an extreme sanction and is only administered by the Headteacher.

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

- in response to a serious breach of the school's Behaviour Policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Suspension will always be considered considering the individual circumstances of the pupil and the incident. Decisions will be lawful, reasonable, fair and proportionate. The school will consider its duties under the Equality Act 2010 and the Children and Families Act 2014, including its duties in relation to pupils with special educational needs and disabilities.

Suspension, or, in extreme cases, permanent exclusions may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- 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.

~~This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.~~

This list is not exhaustive. The Headteacher will consider the individual circumstances of each incident, including the seriousness of the behaviour, its impact on others, the pupil's circumstances and any relevant contextual factors.

Where behaviour may be linked to a pupil's special educational need, disability, health need or other identified vulnerability, the school will consider whether appropriate provision, support and reasonable adjustments are in place before deciding whether suspension or permanent exclusion is appropriate.

Suspension Procedure

Most suspensions are of a fixed term nature and are of short duration (usually between one and three days). The Department for Education (DfE) regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one academic year.

The Trust/Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term suspensions that would lead to a pupil being suspended for more than 15 days in a term or missing a public examination.

The Trust/Governors have established arrangements to review fixed term suspensions which would lead to a pupil being suspended for more than five school days but not more than 15 school days in a term where a parent has expressed a wish to make representations.

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

The Headteacher must also notify the Local Authority without delay of any suspension or permanent exclusion, regardless of the length of the suspension. Where applicable, the pupil's social worker and/or Virtual School Head will also be notified.

A reintegration meeting will be held following the expiry of the fixed term suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate.

The purpose of the return and reintegration meeting is to support the pupil to return successfully to school. The school will seek to provide a fresh start, reinforce expectations, rebuild the pupil's sense of belonging and identify any support or adjustments required to help prevent further incidents. The reintegration strategy will be reviewed and adapted where necessary.

Where possible, the pupil and their parents will be involved in the reintegration process. A pupil will not be prevented from returning to school because a parent is unable or unwilling to attend a reintegration meeting.

During the course of a fixed term suspension 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. Appropriate and accessible work is provided for the child to complete at home during the duration of a fixed term suspension.

The school will ensure that appropriate work is provided and marked during the first five school days of a suspension. Where a suspension extends beyond five school days, suitable full-time education will be arranged from the sixth school day in accordance with statutory requirements. The school will continue to consider and meet its duties in relation to pupils with SEND and disabilities during a suspension.

Records relating to suspensions will be stored confidentially.

Where suspensions become regular or repeated, the school will review the effectiveness of the support and interventions in place. This may include reviewing the pupil's SEND provision, behaviour support strategies, reasonable adjustments, risk assessment and involvement from the SENCO, parents and relevant external agencies.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. Permanent exclusion is a last resort and will only be used where the Headteacher considers it necessary and proportionate to protect the safety, wellbeing and education of pupils and staff and/or where other appropriate responses are not sufficient.

There are two main types of situations in which permanent exclusion may be considered:

1. 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 drug on school premises.

2. 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 or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an Offensive Weapon (Offensive Weapons are defined in the Prevention of Crime Act 1993 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
- behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant 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.

General factors the school considers before making a decision to suspend / exclude

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 suspend a pupil for a fixed term period or to permanently exclude either permanently or for a fixed period the Headteacher will:

- ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- consider all the evidence available to support the allegations taking into account the Behaviour Policy, Anti-Bullying Policy and Equality Policy
- consider whether the pupil has any special educational needs, disability, health needs or other vulnerabilities which may be relevant to the behaviour or the circumstances of the incident.
- consider whether appropriate SEND provision, reasonable adjustments, adaptations, pastoral support and other interventions have been implemented and whether these have been effective.
- where a pupil has an EHC plan, contact the Local Authority about behavioural concerns at an early stage and consider whether an early annual review of the EHC plan is required before making a decision to suspend or permanently exclude.
- consider whether further support, assessment or intervention is required through the school's graduated approach before exclusion is considered, where this is appropriate and safe to do so.
- consider any relevant safeguarding, contextual or pastoral factors which may have contributed to the incident.
- consider whether an off-site direction or alternative provision may be appropriate as a preventative measure where in-school interventions or targeted support have been unsuccessful or are considered inappropriate. Any off-site direction will be used to improve future behaviour rather than as a sanction or punishment for previous behaviour and will be time limited, with clear objectives and review arrangements.
- where off-site direction is being considered, ensure that relevant information is shared with the receiving setting and Local Authority as appropriate, including information relating to the pupil's attainment, needs, risk assessment and effective support strategies.

- consider whether a managed move may be appropriate and, in the pupil's, best interests. Any managed move must be voluntary and agreed by all relevant parties, including the parent and receiving school. A managed move will not be used as a means of pressuring a parent to agree to a change of school.
- ensure that a pupil is not permanently excluded because their parent or the pupil, where appropriate, refuses to agree to a managed move.
- where a pupil has an EHC plan and a managed move is being considered, contact the Local Authority prior to the move and follow the relevant statutory processes.
- engage the specialist support of Sherwood Area Partnership and other Nottinghamshire Schools Inclusion Services specialist teams, as appropriate
- consider whether a managed move may be appropriate and, in the pupil's, best interests. Any managed move must be voluntary and agreed by all relevant parties, including the parent and receiving school. A managed move will not be used to pressure a parent to agree to a change of school.
- ensure that a pupil is not permanently excluded because their parent or the pupil, where appropriate, refuses to agree to a managed move.
- where appropriate, consider alternative educational provision or off-site direction as a preventative measure, in accordance with statutory guidance and the school's legal duties.
- explore a placement through fair access at an alternative educational provision to avoid exclusion.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, this will be taken into account alongside the seriousness and circumstances of the incident, the pupil's individual needs, the impact on others, the support and interventions already in place, and the school's legal duties. The Headteacher will then determine whether suspension or permanent exclusion is a lawful, reasonable, fair and proportionate response.

The school will not use informal or unofficial exclusions, including asking parents to keep a pupil at home without following the statutory suspension process.

The school will monitor suspension and permanent exclusion data, including patterns relating to pupils with SEND and other vulnerable groups, to identify any disproportionate impact and to inform the development of inclusive practice and preventative support.

Links with other policies

The policies below all relate to our expectations with regard to behaviour in school and should be read in conjunction with the SEND Policy

Policy	**Why**
Behaviour Policy	Rewards and sanctions, codes of conduct
Anti-Bullying Policy	Rewards and sanctions, codes of conduct
Safeguarding Policy	Child Protection
Child on Child Abuse Policy (Trust)	Child Protection
E Safety and Acceptable Use Policy	Cyberbullying and e-safety
Equality Policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
PSHE/RSE Policy	Developing positive relationships with self and others
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response