

# Exclusion Within School: An Introduction

Shiv Veer Singh

*Research Scholar, School of Education, IGNOU, New Delhi.*

*krspknp@gmail.com*

***ABSTRACT: Exclusion is a potent and enigmatic concept. It is powerful because it is the force that prevents some members of society from accessing the community's riches and benefits. This limits their authority and voice, as well as their access to social justice ideas. Using a deficit model to justify exclusion is common. Schools are strong social actors that have a significant impact on the inclusion and exclusion of their students. Lunch-time, fixed-term & Permanent exclusions are from/within the school. Social exclusion & marginalization are often interchangeable. Conflict, disability, discrimination, disease, family background, location, poverty, exclusion environmental of school are conditions of exclusion. There are possible negative repercussions at the individual, institutional, and systemic levels.***

***Keywords: Exclusion, School, Discrimination, Social Justice.***

## 1. INTRODUCTION

Exclusion is a severe issue that requires immediate attention in order for students to begin to have productive academic lives. Segregation, sometimes known as "separate but equal," wreaks havoc on resources. Exclusion is a tough term to define since it is complicated, conflicting, and difficult to define. It is used not just in a variety of disciplines, but also between disciplines, and even within disciplines, it may be used in a variety of ways to signify different things. "A manifestation of differential capacities to comprehend authority among kids in class and school, which then dictate unequal access to intellectual, emotional, social, and cultural resources," according to the definition of exclusion. Exclusion is a situation in which pupils are not recognised in scholastic or co-scholastic activities in the classroom or school. To add to the complication, few writers who use the word describe it. As a result, it is critical to quickly examine some of these many discourses. There are several reasons for academic exclusion, including poverty, poor health, and disease; racial and gender discrimination; and a lack of knowledge, rights, resources, and opportunity. To add to the complication, few writers who use the word describe it. As a result, it is critical to quickly examine some of these many discourses. There are several reasons for academic exclusion, including poverty, poor health, and disease; racial and gender discrimination; and a lack of knowledge, rights, resources, and opportunity. The conditions of exclusion are multiple and usually appear connected with causes affecting a student or a group, where they prevent students from participating fully in classroom/school in scholastic activities and co-scholastic activities.

Exclusion can occur both outside and within the school/classroom. Exclusions from schools have received less attention and have been researched less. Managing exclusion in the classroom helps to reduce failures, dropouts, and negative school culture. How are kids involved in a variety of activities and interactions at school? Taking on exclusion can lead to

more inclusive educational practices. As a result, the odds of being expelled from school are not evenly spread among the student body. Schools are not immune to the sorting process, and through time have developed systems, regulations, and processes to assist in this endeavour. These might be overt and accepted as the way things are done, or they can be more covert and deeply embedded and buried within the beliefs, attitudes, and values of educators.

The concept of relativity draws attention to exclusion as a process rather than an event, and thus to those who are experiencing other, more subtle forms of exclusion from school, whose life prospects may be harmed by not feeling valued as a member of the school community. Indirect types of exclusion had the greatest percentages of exclusion. It's crucial to look at exclusion as a kind of social violence since it's frequently employed for purposes other than harming the victim. Children are harmed by relationally hostile behaviours. Children who are regularly targeted as victims of relationally hostile behaviours are more distressed than their classmates who are not. For both boys and girls, frequent participation in relational violence is linked to present and future peer rejection.

### **Exclusion within School:**

Exclusion is a phrase that has been used in education to describe what happens when children are formally removed from school due to improper behaviour or punishment. However, inclusive education research has lately taken up the term exclusion and utilized it in direct relation to the idea of inclusion, in addition to explanations of exclusion connected to school discipline. While exclusion in the context of school punishment is an overt practice centred on physical non-presence, the term exclusion is used differently in the field of inclusive education. It is used here to characterize not only features of physical non-presence but also less overt variables, particularly hidden influences, that make it impossible for a student to have full and equitable access to all that happens at school. Exclusion is a term used in the inclusive education literature to describe the process through which a student is denied access to school participation. This covers things like access to the curriculum, social groups, and teacher time, among other things.

To begin with, the formal exclusion is disproportionately experienced by individuals with specific educational needs or who are already disadvantaged by poverty. Exclusion in the context of school discipline is an overt practice that focuses on physical non-presence; nevertheless, the term exclusion is used differently in the field of inclusive education. It is used here to characterise not only features of physical non-presence but also less overt variables, particularly hidden influences, that make it impossible for a student to have full and equitable access to all that happens at school. This covers things like curriculum access, friendship group access, and other factors that make it impossible for a kid to have full and equitable access to all that happens at school. Exclusion is a term used in the inclusive education literature to describe the process that happens when a student is denied access to participate in activities.

Three different kinds of exclusions from/within School:

- **Lunchtime Exclusion:** When a child's playground behaviour is deemed inappropriate, lunchtime exclusion is utilized. During lunchtimes, parents must be responsible for their children and return them to school at the start of the afternoon session.
- **Fixed Term Exclusion:** Exclusions for fixed terms are limited to 45 days each school year.

- **Permanent exclusion:** Used only in the most extreme instances when permitting the kid to remain in school would jeopardise the child's or others' education or wellbeing.

Relational aggression, or behaviours that injure others by destroying or threatening to destroy relationships or emotions of acceptance, friendship, or group participation among school-aged children, has been the subject of negative peer relations research. Exclusion has been grouped under wider categories of social and indirect violence in research so far: Although some forms of relational aggression, such as threatening to expel a peer from the group, are both social and direct, indirect and social aggression were treated as essentially the same construct—indirect aggression (social, relational, and covert acts involving the hurtful manipulation of relationships).

The terms "social exclusion" and "marginalisation" are often used interchangeably. The political struggles of people of colour, women, the poor, immigrants, the mentally ill, and children gave rise to marginalisation. It is linked to the concept of normalcy, in which individuals who are regarded as not fitting within the parameters of normalcy are viewed as outsiders by those who do. Marginalization is a socio-political process that leads to inequality and disadvantage. Marginality may be seen as a circle, with individuals of a group or society being more or less marginalised based on their distance from the circle's centre. The heart of a society's or group's perceived and manufactured normalcy is represented by the circle's centre. Those individuals of the organisation or culture who most closely resemble these ideas of normalcy readily fit into this core. The farther a person is thought to be from the norm, the further they are from the inner core of the circle. The more a person or a group of people stray from their inner core, the more marginalised they become in terms of social justice, power, participation, voice, and value.

## 2. CONDITIONS OF EXCLUSION

- **Conflict-** Mentally & Physical disabled, internally displaced, inactivity in the inclusion of students in mainstream, lack of icebreakers
- **Disability-** Limited access to educational facilities, learning equipment, lack in scale down new skills
- **Discrimination-** Ethnically religion, tribe, negative social attitudes, Lack of focus on each student, previous assumptions of teachers towards students, improper selection of activities that address each need, improper involvement of all students, improper encourage assistance and cooperation
- **Disease-** Social stigma, poor health, lack of emotional judgment, lack of awareness of student's sensitivity, improper modifications in activities when necessary
- **Family background-** family crises, unemployment, divorce, alcoholism, improper alter the method of instruction
- **Location-** rural, remote areas
- **Poverty-** street workers, hazardous places, household poverty
- **Exclusive environment of school-** lack of students needs knowledge

The notion that the term "exclusion" refers to more than simply physical presence at school. Even if a kid is enrolled in school, they may still be excluded if they are unable to access coursework, friendships, or other commonplace experiences. Finally, exclusion might be visible or subtle. For example, a kid may be suffering exclusion at school, yet the reasons that are excluding that student may be so deeply embedded in a school's structure and culture that they go unrecognised and unquestioned. Exclusion is used as an antonym to inclusion in the

literature on inclusive education. There have been mechanisms (sometimes visible, sometimes hidden) that sort society's members for as long as civilizations have existed. Sorting takes place in order to guarantee that a society's limited resources and incentives are not distributed too unevenly. It's also been argued that this sorting occurs so that powerful or majority groups may increase their power and majority by excluding certain groups from particular parts of society.

The exclusion of pupils from schools has shown that there are more complicated causes at play that extends deep into the core of communities and cultures. Those in positions of power or majority might seek to protect and expand their power and majority by excluding certain groups from particular parts of society. Those in positions of authority, except for a few groups, preserve their privileged status. Education has long been used to defend the self-interest and power of dominant groups, frequently by denying minority groups access to the education that would allow them to attain social inclusion. This is especially true in the case of separated special education.

Those who are controlled and limited by this educational system have a far lower chance of obtaining society's credentials, which serve as a ticket to a valuable position in society. Governments, according to some, are at the root of this exclusion. Governments are prone to supporting, as well as generating the spark for, exclusionary forces in schools by enacting policies that safeguard the interests of some groups of pupils while legitimizing the exclusion of others. Funding systems based on labels, the promotion of segregated special education facilities, and the publication of league tables are all examples of this. Education institutions, including politicians, principals, and instructors, have a significant role in recreating and sustaining inequality, particularly in terms of race and socioeconomic class. They said that, despite measures that professed to accomplish the contrary, the effort put into maintaining inequality was often done unconsciously and pervaded all activities.

### **Forms of Exclusion**

It is conceivable to argue that the repercussions of being formally expelled from school are so detrimental that whatever a school can do to prevent this is desirable. Likewise, it might be argued that keeping the youngster 'in' school is a positive step forward. This may be true, but rather than asserting it, it should be proven. Alternative techniques and discuss our concerns about their possible negative repercussions at the **individual, institutional, and systemic levels**.

- **Individual:** These sorts of policies' educational advantages are likewise debatable. Approaches to kids' difficult behaviour are classified as either punitive/exclusionary or therapeutic/restorative. This distinction is problematic not only because the line between the two techniques is not always obvious, and kids are likely to encounter both, but also because it suggests that one approach is 'good' and the other is 'bad'. There isn't enough room here to explore the disputes about what some perceive as a harmful increase in the use of "therapeutic" remedies.
- **Institutional:** The practice of managed moves can have an unequal impact on schools. The headteacher noted that they were one of the most economically disadvantaged schools in the borough, but that since they were "under capacity," they couldn't deny kids who had been "managed" out of other schools by the local government pupils who he believed would be better off.
- **Systemic levels:** Divergent profiles of exclusion rates among schools are often used to make judgments regarding whether or not education systems are inclusive. Some system-wide disparities may be explained by variations in curriculum and disciplinary regimes.

### 3. CONCLUSION:

Comprehensive instruction isn't simply centred around expanding the presence, investment and learning, all things considered. It is likewise centred around diminishing the powers of exclusion that are regularly capable by minority and underestimated understudies and gatherings of understudies. Along these lines, the exclusion is a critical build to be questioned if social orders wish to gain ground towards making schooling frameworks for all. Comprehensive schooling isn't only an approach to guarantee that all kids and youngsters reserve their privilege to training satisfied, yet it's anything but a vehicle for guaranteeing that kids and youngsters figure out how to regard and react to variations in their networks and their social orders. Instruction gives quite possibly the most amazing assets in separating generalizations and adverse mentalities towards debilitated individuals. Within the classroom, having a best buddy influences how much a kid excludes or is excluded by his or her peers. Examines the link between exclusion and best friendship in the classroom, as well as the differences between successful and unsuccessful exclusion. The most common techniques to exclude people were indirect; nevertheless, when direct methods were utilised, the tools were frequently physical. When children employ relational aggression, they usually do so in ways that would obstruct or harm the target's social aspirations. As a result, creating hostile animal noises to exclude others may be a learned behaviour that develops via play. It's critical to thoroughly investigate the relative dangers and advantages of these varied methods for the person, their peers, and the school as a whole. This is not to advocate for a return to a climate in which schools feel free to exclude students without consequence, but rather to gain a better understanding of the best ways to address the "wicked problem" of behaviour in schools while also attempting to make "the illusory promise" of inclusion less illusory.

### 4. REFERENCE

- [1] Dominelli, L., & Moosa-Mitha, M. (2014). Reconfiguring citizenship: Social exclusion and diversity within inclusive citizenship practices. In *Reconfiguring Citizenship: Social Exclusion and Diversity within Inclusive Citizenship Practices*. <https://doi.org/10.1080/10705422.2016.1233386>
- [2] Flores, A. (2016). Forms of exclusion: Undocumented students navigating financial aid and inclusion in the United States. *American Ethnologist*, 43(3), 540–554. <https://doi.org/10.1111/amet.12345>
- [3] Kearney, A. (2011). Exclusion from and Within School Issues and Solutions.
- [4] Power, S., & Taylor, C. (2018). Not in the classroom, but still on the register: hidden forms of school exclusion. *International Journal of Inclusive Education*, 1–15. <https://doi.org/10.1080/13603116.2018.1492644>
- [5] Singh, A., Kumar, K., & Singh, A. (2015). Exclusion within the excluded: The economic divide within scheduled castes and scheduled tribes. *Economic and Political Weekly*, 50(42), 32–37.