

# Huncote Primary School



# **Exclusion Policy**

## ***2021-2022***

***Non Statutory Policy***

## Huncote Primary School



### EXCLUSION POLICY

#### Aims

At Huncote Primary School we believe in 'Learning for Life' by 'Aiming high in all we do'. We therefore aim to:

- Provide a vibrant, stimulating and caring environment;
- Encourage our children to thrive academically, socially and emotionally;
- Engage our children in a creative, inspiring and inclusive curriculum;
- Motivate and inspire our children for a life-long love of learning;
- Work together within our school community to prepare our children for the challenges of modern life;
- Provide and promote a safe philosophy for the whole school community.

These aims are realised through effective working partnerships between staff, pupils, parents, governors, other schools, the Local Authority and the wider community. They are present through all school life and practice.

#### Partnership with Parents

Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At Huncote Primary School, we will work in partnership with parents to ensure that expectations are clear and parents can reinforce them with their children. This includes ensuring that parents are kept informed about their child's behaviour so that we can work together in the best interests of pupils to ensure expectations are clear.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

- Behaviour Policy and Anti-bullying Policy
- Acceptable use policy

#### Supporting pupils to succeed

We aim to include, not exclude, and we approach all behaviour in a supportive and positive way. We recognise that behaviour can be symptomatic of a deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never 'give up' easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

Where patterns emerge, we will support the child, parent/carer and family. If appropriate a behaviour support plan will be created with the child, parent/carer and class teacher. It is everyone's responsibility to ensure that the plan is followed.

In some cases of extreme behaviour or prolonged low-level behaviours, where all other options have not worked an exclusion might be necessary.

Reasons for exclusion:

- Serious breach of the school's rules or policies;
- Serious risk of harm to the education or welfare of the pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents.

Any exclusion will be at the decision of the Head of the school, usually in consultation with other members of the senior leadership team (particularly if they are involved in investigating the incident).

## **Types of Exclusion**

### Internal Exclusion

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion.

### Temporary / Fixed-Term Exclusion

A temporary / fixed-term exclusion is when a child is excluded from school and must remain at home for a fixed amount of time.

This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy. The time also allows the school to contact external agencies for support if required and to adjust behaviour plans if appropriate.

### Permanent Exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Head teacher will consult with senior leaders and the Chair of the Governing Body as soon as possible in such a case.

## **Reasons for Exclusion**

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusions may be necessary, if all other strategies have been exhausted.

The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an inappropriate item on school premises;
- Persistent bullying;
- Persistent prejudice-based harassment or hatred-based acts;
- Persistent disruptive behaviour.

Exclusion may be the result of persistently poor behaviour or a single serious incident, persistent or cumulative problems.

Internal and temporary / fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

The length of an exclusion, will depend on a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

### **Single Incident**

Internal and temporary / fixed-term exclusion may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

In such cases the Head of the school or a designated senior leader will investigate the incident. The pupil will be encouraged to give his/her version of events and the Head of the school will check whether the incident may have been provoked.

The Governing Body will be informed of all exclusions and additional consultation may also take place about key incidents with the Chair of Governors.

### **The Decision to Exclude**

If the Head of the school decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision;
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion; the length of the exclusion and any terms or conditions agreed for the pupil's return; in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked; plan how to address the pupil's needs and integration back into their class on his/her return; plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

### **Re-integration**

After fixed term exclusion the pupil and parent will be requested to attend a re-integration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and plans will be set for improvement. Support around behaviour will also be discussed.

### **Work Set**

When a pupil is excluded for more than one day, work will be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

A pupil can be excluded for up to 10 continuous days on a fixed term basis. On the 6<sup>th</sup> continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

### **Behaviour Outside School**

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes the any serious breach of policy which could bring the school into disrepute'.

### **Pupils with Special Educational Needs and Disabled Pupils**

The school must take account of any special educational needs when considering whether or not to exclude a pupil.

The Head of the school should ensure that reasonable steps, in line with the DDA have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

### **Managed Move**

In cases where the Head of the school and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling and unable to profit from the educational opportunities offered, or if a parent fails to engage in strategies implemented by the school thus/thereby resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Head of the school may consult with the Local Authority and propose a managed move to another school. This is not an exclusion and in such cases the Head of the school may assist the parents in placing the pupil in another school.

### **Equal Opportunities**

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

### **Procedure for Appeal**

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure.

Agreed & adopted by The Governing Body of Huncote Primary School

Signed..... Date

Chair of Governors

This policy will be reviewed every year or as required by legislation.