



Exclusions Policy

Date of policy: November 2011
Responsibility: Headteacher
Date of review: November 2014

Introduction

This policy must be read in conjunction with the schools Behaviour and Discipline Policy.

In most cases permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour (see Behaviour and Discipline Policy). There are a range of strategies in place to address the types of behaviour which may lead to exclusion. The school is able to refer pupils identified as at risk of permanent or fixed period exclusion to partner agencies who can support the school's provision eg behaviour support team. The Common Assessment Framework is used to engage the support of other agencies. Many such strategies have proved successful, with the school having very low exclusion levels. The school continues to be responsible for all pupils unless they are permanently excluded.

Managing behaviour in schools

The school has policies, procedures and staff training in place that promote good behaviour and prevent poor behaviour. The Behaviour and Discipline Policy is widely publicised so that pupils, all school staff and parents are aware of the standards of behaviour expected of pupils and the range of sanctions that can be imposed. The school applies its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application are monitored routinely to satisfy legal requirements under race, disability and gender discrimination law.

Managing severe behaviour in school

The school Behaviour and Discipline Policy has the following phrases:

'Severe clause:

A child will automatically be sent to the headteacher for these serious breaches of the behaviour policy: rudeness to staff, violent behaviour, racism or an equivalent infringement of equal opportunities; willful damage to property. The headteacher will then inform the child's parents within 24 hours explaining the situation and how it is being dealt with.

In some cases, children who show persistent inappropriate behaviour will be supported through an Individual Education Plan or Pastoral Support Plan as part of the school SEN policy.

Continued inappropriate behaviour will be dealt with according to Local Authority guidelines and can ultimately lead to temporary or permanent exclusion'.

In this section there is more detail of how we deal with severe behaviour in school.

For those at risk, additional measures could include:

- the school engaging with parents
- preparing a Pastoral Support Plan

- drawing up a Common Assessment Form (CAF) to support integrated working
- a change of teaching class
- temporary or part-time placement in a pupil referral unit (PRU) or with a voluntary/private sector alternative provider, where the pupil can receive educational provision intended to improve their behaviour
- a managed move to another school, with the consent of all parties involved; this can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion
- consideration by the special educational needs coordinator (SENCO), with colleagues, of possible interventions within the school
- assessment of special educational needs, including possible placement in a special school
- allocation of a key worker such as a learning mentor or member of a Behaviour and Education Support Team

Alternatives to exclusion

A number of options are available in response to a serious breach of behaviour policy. The school seeks to work within the guidelines to ensure alternatives to exclusion are explored where possible:

- restorative justice**, which enables the offender to redress the harm that has been done to a victim, and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise have resulted in exclusion. All the professionals need to be thoroughly involved in the process and this can only work with the consent of all parties;
- mediation** through a third party, usually a trained mediator, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties, for example, a pupil and a teacher, or two pupils;
- internal exclusion** which can be used to defuse situations that occur in schools that require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion could be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods. Internal exclusion should be for the shortest time possible and should be subject to review.
- managed move** to another school to enable the pupil to have a fresh start in a new school. The headteacher may ask another headteacher to admit the pupil. This should only be done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned. In order fully to address the pupil's difficulties it may be helpful for schools within an area to have a protocol in place and to have a full support package in place for the pupil. Parents should never be pressured into removing their child from the school under threat of a permanent exclusion, nor should pupils' names be deleted from the school roll on disciplinary grounds unless the formal permanent exclusion procedures set out in statute and in this guidance have been adhered to or unless a managed move has been agreed by all the relevant parties.

The decision to exclude

A decision to exclude a pupil permanently should be taken only:

- in response to serious breaches of the school's behaviour policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed-period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1-3 days are often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed-period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, headteachers and teachers in charge should consider alternative strategies for addressing that behaviour.

Only the headteacher, (or, in the absence of the headteacher, the deputy headteacher) can exclude a pupil. Other exclusion-related activities do not have to be undertaken by the headteacher personally, but may be delegated.

In cases where exclusion is deemed necessary detailed guidance will be obtained from <http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/>

Responsibilities

The headteacher, or deputy headteacher in the headteacher's absence, is responsible for any decisions regarding exclusion.

The headteacher, or deputy headteacher in the headteacher's absence, must initially report any exclusions to the Chair of Governors and advise the governing body of any exclusions at each Children & Families Committee meeting and/or Full Governing Body meeting.

All staff are responsible for ensuring good behaviour in school.

Monitoring, evaluation and review

Any incidence of exclusion is reported to the governing body.

The effectiveness of this policy is evaluated and reviewed alongside the Behaviour and Discipline Policy.

