



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Exclusion Policy

Introduction

Alexander Hosea Primary School will follow carefully the procedures set out in law and in statutory guidance ("Exclusion from maintained schools, Academies and pupil referral units in England"-2012) to give clarity and certainty in terms of how it discharges its obligations to parents and ensures fairness and openness in the handling of exclusions.

This policy supports Alexander Hosea Primary School's Behaviour Policy; it deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment to the School's core values and aims.

Rationale

Good behaviour is essential to ensure that all pupils can benefit from the opportunities provided by education. Exclusion will only be used as a sanction where it is warranted.

Aim

To ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment that supports teaching and learning.

Guidelines

The behaviour of pupils at risk of exclusion is sometimes driven by complex combinations of social, emotional and health problems, so external agencies will be involved and a multi-agency assessment considered.

Early intervention will be used to address any underlying causes of disruptive behaviour, including an assessment of whether appropriate provision is in place to support any Special Educational Needs or Disability.

The decision to exclude a pupil will be taken in the following circumstances;

- In response to a serious breach or persistent breaches of the School's Behaviour Policy
- If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the member of the Senior Leadership Team who is acting in that role) and only on disciplinary grounds.

Exclusion, whether internal, lunch time, fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy;

- 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
- Verbal or physical abuse of other pupils or school staff

- Aggression towards other pupils leading to the possibility of physical or emotional harm
- Indecent behaviour
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This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction. Refer to Appendix 1 to see a list of reasons for exclusion

Exclusion procedures

'Informal' or 'unofficial' exclusions, such as sending a child home to 'cool off' are unlawful, regardless of whether the parents are in agreement. Any exclusion of a pupil, even for short periods, will be formally recorded.

Internal Exclusion

This may be used as an alternative to exclusion (in response to a serious breach of behaviour policy) to defuse situations that require a pupil to be removed from class, but not from the school premises.

Lunchtime Exclusion

Pupils whose behaviour is disruptive at lunchtime may be excluded from the school premises for the duration of the lunchtime period (for no longer than a week). Lunch time exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered. Arrangements will be made for pupils who are entitled to free school meals.

Fixed term Exclusion

Most exclusions are of a fixed term nature and are of short duration (between 1-3 days). If longer than 5 consecutive days, suitable full time education will be arranged by the governing body for any pupil of compulsory school age. This provision will begin no later than the sixth day of the exclusion.

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review:-

- fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.
- fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations

Whenever a pupil is excluded, the parents will be notified in writing of the period of the exclusion and the reason for it. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter (Appendix 2)

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

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the School premises or to be present in a public place during school hours without reasonable justification, and that daytime supervision is their responsibility as parents/carers. Work will be provided by the class teacher.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The 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. This would include persistent and defiant misbehaviour including all forms of bullying.

2. When they have committed a serious single offence, even if they have never been in trouble before. The school will involve the police if deemed appropriate.

Pupils can be excluded for behaviour outside school in line with the school's Behaviour Policy commonly this will include behaviour on school trips, behaviour in uniform or behaviour on the way to and from school and behaviour that will bring the school into disrepute.

The Headteacher will notify the governing body and the Local Authority of:

- a permanent exclusion
- exclusions of more than 5 days (or more than 10 lunch times in a term)
- exclusions involving pupils missing any national curriculum test

The Governors have established arrangements to review promptly all permanent exclusions from the School. Governors are able to reinstate a pupil following a directive to reconsider and must inform parents, the headteacher and Local Authority / home authority.

If a pupil lives outside the Local Authority in which the school is located, the pupil's 'home authority' will be notified immediately.

The Local Authority will be responsible for arranging suitable full time education for the pupil to begin no later than the sixth day of exclusion.

All lunchtime, fixed term and permanent exclusions are entered onto School Information Management Systems (SIMS) for statistical purposes.

General factors the School considers before making a decision to 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 exclude a pupil either permanently or for a fixed period the Headteacher will;

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account relevant school policies
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked
 - Take into account the duties under the Equality Act 2010 to ensure there is no discrimination against pupils on the basis of protected characteristics

Pupils with disabilities

Disabled pupils will not be excluded from school because of behaviour or any other reason related to their disability.

Race relations

The school will take steps to ensure a pupil is not discriminated against on racial grounds when making a decision about exclusion.

Looked After Children

We will pro-actively support and co-operate with foster carers and the Local Authority in doing all we can to avoid excluding a looked after child.

Pupils with Special Educational Needs and Disability (SEND)

The school will have regard to the SEND strategy and do its best to ensure that the necessary provision is made for pupils with identified SEND to avoid excluding them.

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

All exclusion cases will be treated in the strictest confidence. Only those who need to know the details of an exclusion will be informed.

Conclusion

This policy should be read in conjunction with:

The Education Act 2002, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The Education and Inspections Act 2006

The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

The Equality Act 2010

Promoting the Educational Achievement of Looked After Children: Statutory Guidance for Local Authorities

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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