



Policy 'owned' by: Governors' School Improvement, Monitoring, Curriculum and Ethos Committee (SIMCE)
Reviewed Autumn 2020
Next Review: Autumn 2022

'Learn to love and love to learn; in God's love each one will shine'.

St. Andrew's Church of England (VC) Primary School Exclusions Policy

Rationale:

Our School Vision is led by the example of St Andrew; "Come, follow me," Jesus said, "and I will send you out to fish for people." (**Matthew 4: 19**)

Learn to Love- As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

Love to learn- Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

In God's love each one will shine- Following Jesus' command; "Come, follow me," Jesus said, "and I will send you out to fish for people." (**Matthew 4: 19**) St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

Policy Statement

Our vision is realised through this policy by affirming and valuing every member of our school community. The Staff and Governors of St Andrew's Church of England VC Primary School aim to tailor education to individual need, interest and aptitude so as to enable every child to fulfil their potential, whether academic, social, physical, moral or spiritual. We are committed to providing high quality, inclusive, learning opportunities for all, irrespective of age or gender and to provide opportunities for participation, enjoyment and success. We aim to create and maintain a happy, secure and stimulating learning environment where self-discipline, social awareness and appropriate standards of behaviour are promoted and developed. We will provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour and will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. Children whose behaviour is causing concern are the children who regularly fail to respond to these expectations.

Guidelines for Fixed Period and Permanent Exclusions:

In September 2017 the DfE updated its statutory guidance in relation to school exclusions.(Updated May 2020) Our school policy has been reviewed in the light of this guidance and adheres to the procedures stipulated.

<https://www.gov.uk/school-discipline-exclusions/exclusions>

<https://www.gov.uk/government/publications/school-exclusion>

Exclusion from maintained schools, academies and pupil referral units in England_DfE-00184 2017

Herts County Council have an Exclusion Guidance Supplement, issued in September 2017, which gives all the details of procedures that must be followed when an exclusion occurs.

Please read the following in conjunction with the following School Policies:

- Child Protection and Safeguarding Policies
- Online Safety Policy
- Behaviour Policy
- Anti-Bullying Policy
- Policy for Looked After Children
- The SEN policy and procedures.
- Home-School Agreement

Preliminary Steps:

For behaviour which is not respectful, safe or is preventing the learning, either of the individual or the learning of other pupils, we employ a number of consequences. We employ these consequence appropriately to each individual situation and child. The school may not necessarily follow these steps in a sequential manner depending upon the nature of the incident(s). We may also seek outside specialist support to help deal with behavioural issues at any point if the school feels it is appropriate to do so (e.g Attendance Improvement Officers, Educational Psychologists, Behaviour Support Team, Family Support Worker, Advisory Teachers, Social services and Health Services where appropriate, HFL, and St Albans Diocese Education Department).

Our Behaviour and Anti-Bullying Policies clearly outline the consequences we take, which are intended to support and guide the pupil to help them develop more pro-social behaviours.

At this stage the child is receiving a great deal of support, however this should not interfere with the schools decision to exclude a child if the child's behaviour is unacceptable.

Steps

Staff at St Andrews School place great emphasis on the social and emotional well-being of children and are committed to a therapeutic approach to learning, in line with the STEPS approach that has been adopted within Hertfordshire. All staff have been STEPS trained and the principles of STEPS are embedded within our school culture. We do, however, recognise that all children are unique individuals and that the same approach will not be effective for all children. Care is taken to support each child with positive strategies that are be-spoke and appropriate to their needs. Where necessary, strategies such as Roots and Fruits assessments, anxiety mapping, and Risk Reduction Plans are put into place to support our children.

CPOMS (Child Protection Online Monitoring and Safeguarding System)

All evidence relating to a possible exclusion is recorded objectively and dated as appropriate. The school records any incident of unacceptable behaviour through CPOMS. Parents are informed as soon as possible of any behavioural incidents involving their child. Every effort is made to ensure that positive resolutions are agreed, reducing the risk of further incidents or exclusion

Racial Incidents / Incidents of Bullying

Racial incidents and incidents of Bullying are also recorded through CPOMS. The appropriate Herts County forms are completed for all racial incidents or bullying incidents. The school is proud of its inclusive nature and will not tolerate any level of prejudice, discrimination or bullying. At St Andrew's Primary School we have adopted the Herts County Anti Bullying and Harassment Policy.

Exclusion:

Exclusion from school is a serious step to take and should only be considered when a risk assessment shows that the pupils is a danger to him/herself and/or others, or when all other consequences have failed. Sometimes exclusion is the only course of action available to the school.

The Government stipulates that the decision to exclude a pupil must be lawful, reasonable and fair and will only be followed in extreme circumstances.

Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds.

Possible reasons for exclusion:

- * 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**
- * where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**

In these circumstances, after a thorough investigation by the Head teacher, consideration will be given to the use of a fixed term exclusion in order to show the child that the school will not tolerate such actions.

Prior to excluding the child the Headteacher will inform the parent in writing that exclusion is likely and imminent. Exemplar letters can be found in Children's Services CSF4292 Parenting Orders in relation to exclusions Guidance

The letter will state the reason/s for exclusion and the precise period of exclusion. Parents will be informed that excluded children **MUST** legally be supervised by an appropriate adult and stay at home for the period of exclusion. The school will provide appropriate work for the child to undertake during the period of exclusion. This must be brought into the school on the day of re-integration. Parents will be informed of the date and time of the re-integration meeting and it will be requested for parents/carers to be present. The re-integration meeting will aim to find positive resolutions to support the child in school and reduce the risk of further exclusion.

The Headteacher may consider that the behaviour of a child poses a serious threat to the safety and welfare of others. If this is the case a longer period of exclusion will be implemented and a meeting of the Governors' Discipline Committee will be convened to consider the possibility of a permanent exclusion.

In either case, parent(s) will be contacted immediately and given an appointment with the Headteacher to discuss the seriousness of their child's actions. The parents of any other parties involved will be made aware, by letter of the course of events and action taken by the school.

Pupils may be excluded for a fixed period or permanently. Close liaison with the Education Welfare Officer from the Local Authority (LA) will ensure that legal requirements are met and that there is close contact with parents.

The Headteacher may exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any school year. Ofsted advise that for most pupils a fixed-term exclusion of one to three days is usually long enough. The school must ensure that the pupil's education will continue. The school will provide work for the child to complete at home.

From day 6 the school will provide full-time education for the excluded pupil and will monitor and evaluate its effectiveness.

A fixed period exclusion can also be for parts of the school day, for example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a school day for statistical purposes.

Particular care must be exercised when pupils have Special Educational Needs or are Children Looked After Children (CLA). With all children, but for these children in particular, exclusion will be considered to be a last resort and final action.

Under the Equality Act 2010 (The Equality Act) schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or because of gender reassignment.

Permanent exclusion is serious and is usually the final step in dealing with a disciplinary offence when all other strategies have been exhausted.

It is unlawful to exclude for a non-disciplinary reason.

Staged returns to school.

Consideration should be given to the staged return of a child into school, if this is considered to be a suitable course of action. However, the school recognises that this type of arrangement is one which can only be entered into voluntarily with the child's parents. If agreement is given the re-integration plan will be carefully staged and monitored by the Headteacher. At all times work will be provided for the child to complete when not in school and free school meals (if appropriate) provided in the form of a packed lunch.

Exclusion at lunchtime.

All parents and children should be made aware that inclusion in lunchtime is dependent on the schools ability to reasonably supervise children. If a child regularly presents behaviour difficulties which cannot be regulated by normal school sanctions the Headteacher must consider implementing lunchtime exclusion. Prior to implementing exclusion the Headteacher will warn the child and will write to the parents expressing the school's concerns. Children who are entitled to free school meals will be provided with sandwiches if this is the wish of the parents. This counts as half a day exclusion by County Guidelines.

Roles and Responsibilities:

The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact.

He or she will:

- inform the pupil's parent of the period of any exclusion, or of a permanent exclusion
- give the reasons for the exclusion
- advise the parent that they may make representations about the exclusion to the Governing Body's Discipline Committee
- advise the parent how his or her representations may be made
- notify both the local education authority and the Governing Body's Discipline Committee of the details of the exclusion, including the reasons for it, in the case of
 - (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one;
 - (b) a fixed-period exclusion of more than five days or which brings the days the pupil has been excluded in one term to more than five;
 - (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.
- meet with the parents on the child's return to school to plan and implement smooth reintegration.

The Governing Body will establish a Pupil Discipline Committee of three members and appoint a clerk to the committee. The Headteacher may not be a member. The role of the committee is to review the Headteacher's exclusion decisions and to decide whether or not to reinstate excluded pupils. The whole Governing Body should never discuss cases or named individuals as this could prejudice decision-making by the committee.

The committee will follow the guidelines from the Local Authority (LA) in order to fulfil their role. The LA is required to collect exclusion data from each school and forward it to the DfES where it forms one of the performance indicators for the school. The committee will have regard to any guidance given by the Secretary of State.

For permanent exclusions and fixed-period exclusions of more than 15 school days in any one term, the committee will meet no earlier than the sixth school day and no later than the 15th school day after receiving notice of the exclusion.

For fixed-period exclusions of more than five school days in any one term up to and including 15 school days, the committee will meet no earlier than the sixth school day and no later than the 50th school day after receiving notice of the exclusion.

The minimum time limit will not apply to any exclusion which would result in a pupil losing an opportunity to take a public examination. In such cases the committee will try to meet before the date of the examination, and if this is not practical the chairman of the discipline committee will review the exclusion before that date.

If the Pupil Discipline Committee decide that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the Headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Arrangements for monitoring and evaluation:

The Governing Body (or Pupil Discipline Committee) will evaluate the impact of this policy by receiving data from the Headteacher analysed by year group, gender and ethnicity on:

- fixed-term and permanent exclusions – number of and analysis of behaviour
- instances of bullying and action taken
- instances of racial harassment
- support provided for victims.

Reference material:

Hertfordshire Children, Schools and Families (CSF) has developed comprehensive guidelines for the exclusion process (September 2017) The guidelines bring together the relevant legislative framework and give support and practical advice to schools about how to work within the framework.

Our school works in partnership with the Authority to ensure a consistency of approach and the Governing Body has therefore agreed to adopt Hertfordshire's 'Exclusion Guidelines' September 2017.

Changes to the schools Exclusion process during the Coronavirus outbreak can be found at <https://www.gov.uk/government/publications/school-exclusion>

Policy 'owned' by: Governors' School Improvement, Monitoring, Curriculum and Ethos Committee

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