



'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

Guidelines for Fixed Period and Permanent Exclusions: In January 2015 the DfE published new statutory guidance in relation to school exclusions. This was subsequently withdrawn by the Department for Education (DfE) on 2nd February 2015 "to address some issues with process" adding that updated guidance would be issued in due course. As a consequence, the previous version of the non-statutory exclusion guidance supplement from Hertfordshire County Council's Children's Services department dated September 2014 has also been reinstated (January 2016). This augments the statutory guidance issued by the DfE. This document, may be found via the following link: [exclusion guidance hcc jan16.pdf](#)

Exclusion Guidance Supplement April 2016 (HCC) will now be used to follow procedures that are required in the event of an exclusion of a pupil at the school.

Rationale:

At St. Andrew's Primary School it is our vision for every child in our school to have

- * positive self-esteem through inner confidence and strength
 - * creativity of thought within a life-long passion for learning
 - * excellence, high personal achievement and the experience of success
 - * a set of values by which to live
 - * an enjoyment of childhood
- developed within a caring Christian environment.

Statement of Intent:

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.

Preliminary Steps:

These procedures are there to support all children and to act as a deterrent to any children who regularly breach reasonable expected standards.

- ✓ The concerns of a member of staff regarding a child's behaviour are, in the first instance, reported to their line-manager, the Deputy Headteacher or Head Teacher. The Headteacher will record each incident, actions and outcomes.

- ✓ As a result of three warnings for repeated poor behaviour, or in response to a single more serious incident, the child will be expected to attend the next 'Lunch Club' and to discuss the behaviour, its consequences and appropriate action, with the Deputy Headteacher or Head Teacher and for a record to be made in the 'Lunch Club File'.
- ✓ After attending on three occasions in quick succession (e.g three times in a half term or more) or in response to a single, more serious incident (e.g. physical or verbal aggression against a child or an adult), the Deputy Headteacher or Head Teacher will arrange a meeting to discuss concerns with the child's parent(s) and to decide on a joint course of action. This may include the use of Circle Times by the class teacher, a simple reward chart for the child, counselling opportunities or putting the child on internal report for a repeat occurrence etc.
- ✓ Improvements, or otherwise, in the child's progress will be monitored and review meetings held with parents. Parents are made aware that failure to modify and control anti – social behaviour in school will result in a fixed term exclusion from school.
- ✓ Where deterioration in behaviour continues the child will be placed on the Special Needs Register, an Individual Education Plan (IEP) written and consultation held by the SENCo, with Outside Agencies e.g. the Educational Psychologist, outreach by experts in Emotional Behavioural Difficulties (EBD) etc. The child's parents will be informed and consulted at every stage.

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.

Prior to excluding the child the Headteacher will inform the parent in writing that exclusion is likely and imminent.

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 sanctions have failed. Sometimes exclusion is the only course of action available to the school. Occasionally a child not listed on the SEN Register for EBD reasons seriously breaches the schools Behaviour Policy and has to be excluded. Possible reasons are

- assault (physical or verbal) on another child or member of staff.
- threatening behaviour (physical or verbal)
- bullying
- constant disruption to the education of other children.
- regular breaches of the schools behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- deliberate and wilful damage to school property.

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.

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. Similarly 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.

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.

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

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.

School Policy documents which support this policy.

The SEN policy and procedures.

The Whole School Behaviour policy.

The Equal Opportunities policy.

The Anti – bullying policy.

The PSHE policy, in particular Circle Time.

Home-School Agreement

Teaching and Learning Policy

Reference material:

Hertfordshire Children, Schools and Families (CSF) has developed comprehensive guidelines for the exclusion process (April 2016) 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'.

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

Policy written: Autumn 2013

To be reviewed: Autumn 2015

Reviewed: Autumn 2016

Next Review: Autumn 2018 or in response to new Government Guidance