



Inspiring Hearts and Minds

Exclusion Policy

This policy describes the practice that the Federation follows with regard to the exclusion of pupils. It recognises however that the seriousness of some situations requires an immediate response that cannot always follow the best practice set out in the policy but, in all situations, the rights of pupils and parents to a full hearing will be respected.

General Aims

The governing body and the SLT are committed to the provision of a broad and balanced curriculum for all pupils. They are also responsible for promoting good relationships and good behaviour in the whole school community; and therefore securing an orderly and safe environment for pupils and staff. This ensures that the curriculum is delivered and pupils are able to realise their full potential.

The head teacher has the discretion to deal with pupils who are displaying challenging behaviour, but will do so consistently in the context of the school's positive relationships policy. That policy and other relevant documents include a number of different strategies designed to promote the continued inclusion of pupils into the school. Exclusion is the most drastic step that any school can take because it contradicts the school's commitment to inclusion and so is, of necessity, reserved for the most serious cases.

Exclusion itself can take many different forms and these may include:

- Time out within the class imposed by the teacher
- Time out in another teacher's class
- Time out in another room – internal exclusion
- Lunchtime exclusion
- Fixed term exclusion
- Permanent exclusion

This policy deals with lunchtime, fixed term and permanent exclusions and has been developed in accordance with the Statutory Guidance when dealing with exclusions from schools and academies (2015).

References to the Exclusions Committee refer to an ad hoc governor committee formed by the headteacher to deal with specific incidents. No parent of a child at the school may be part of this committee.

Before Considering Exclusion

The school recognises that parents/carers are profoundly affected by the exclusion of their children and will work with them closely to ensure that only in very rare circumstances will exclusion come as a surprise. In most instances parents/carers will have been working with the school to prevent their child from being excluded.

Pupils at risk of being excluded are likely to have had a history of disaffection and to have had a variety of contracts (behaviour support plans, pastoral support plans) before the question of exclusion arises. In formulating these plans a number of different agencies or services are likely to have helped the school. In all cases the involvement of these agencies and services will be shared with parents and in many instances they will have made direct contact with parents/carers.

Pupils who have Special Educational Needs

In some cases the involvement of agencies external to the school will mean that a pupil has been placed on the Register of pupils with Special Educational Needs. In those cases where a pupil who has a Statement of Special Educational Needs is likely to be excluded, the school will try every practicable means to avoid the need for an exclusion and, if appropriate, in liaison with the LA, will initiate an 'interim' annual review.

Disabled pupils, travellers, pupils in public care and pupils from ethnic minority

Particular care will also be given to pupils who are travellers, who are disabled or who are in public care or members of minority ethnic groups. Appropriate steps will be taken to seek to avoid their exclusion, including the use of the authority support services. Social Services will be involved at the earliest opportunity whenever a pupil in public care seems likely to be excluded. The school pays full regard to the SEND Code of Practice.

Pupils who are disabled or who are in public care have particular rights of appeal if they are excluded and the head teacher will take all necessary steps to make sure that these rights are respected and that appropriate information is shared with agencies, carers and parents.

In the run up to a possible exclusion

In those cases where exclusion seems likely to occur, the school will:

- try to warn parents/carers that the pupil is at risk of exclusion;
- if time allows, arrange a meeting with the parents to plan how to support the pupil and avoid the need for exclusion;
- take account of the views of the pupil;
- keep written notes of all verbal warnings to the pupil and advice to parents and carers;
- involve the Educational Psychology Service and/or the Social Work Service and/or other agencies as appropriate.

When to consider exclusion

Exclusion will be used sparingly in response to serious breaches of school policy or law but breaking the law will not automatically result in exclusion. Normally the decision to exclude a pupil will only be taken if:

- there have been serious breaches of the school's behaviour policy **and**
- there is a danger that allowing the pupil to remain in school will seriously harm the education or welfare or health and safety of the pupil or others
and
- a range of alternative strategies has been tried before excluding the pupil.

However a permanent exclusion may be given for a first/single offence, for example in the event of serious, actual or threatened violence, posing significant harm to pupils or staff, as outlined in the DFE guidance.

Before reaching the decision to exclude a pupil, the head teacher will:

- consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's positive relationships policy and the need to apply this policy consistently;
- allow the pupil to give his or her own version of events;
- check whether the incident may have been provoked, for example, by racial harassment;
- consult others, if necessary, being careful not to involve anyone who may have a role in any statutory review of the decision to exclude; for example members of the governing body's Exclusion Committee. If the head teacher is satisfied, on the balance of probabilities, that the pupil did what he or she is alleged to have done and that exclusion is the appropriate sanction given the nature of the issue, the head teacher may exclude the pupil.

Only the head teacher or, in his/her absence, a senior teacher acting with the head's authority, can exclude a pupil from school.

Exclusion is not an appropriate sanction for dealing with:

- minor incidents such as failure to do homework or to attend a detention;
- poor academic performance
- lateness or truancy
- breaches of school uniform policy, except where persistent and in open defiance of such policy;
- the behaviour of the pupil's parents/carers, for example, parental violence or abuse against members of the school community.

The head teacher will aim to ensure that exclusion is dealt with consistently and that there is no discrimination against any minority group. All cases will be dealt with individually, subject to the consistent application of all relevant policies and procedures.

Lunchtime exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.

Lunchtime exclusion is treated in the same way as any other fixed period exclusion:

- the head teacher will inform the parent of the period of exclusion and the reasons for it;
- the exclusion will run for a fixed period;
- parents/carers have the right to make representations about the exclusion to the exclusions committee of the governors

If parents/carers refuse to co-operate with a properly given lunchtime exclusion, the school will have due regard for the pupil's safety before deciding on what action to take.

It is not permissible to insist that a pupil is off the premises for lunchtime without it being a formal exclusion. Informal arrangements to stay at home are not permitted.

Fixed term exclusion

The head teacher is allowed to exclude a pupil for up to 45 days in any one school year.

However individual exclusions will be for the shortest time necessary, because any exclusion makes it difficult for the pupil to reintegrate back into the school. The reasons for fixed term exclusion are mainly:

- to make it clear to the pupil that a particular behaviour is unacceptable, because it affects not only the right of others to a safe and secure environment but also interferes with opportunities for learning;
- to support school discipline and to act as a clear statement to all pupils that certain behaviour is unacceptable;
- to ensure that parents/carers know of the behaviour and are involved in controlling it.

Governors will monitor the number of fixed term exclusions and convene a review meeting of the exclusion committee where the number of fixed term exclusions reaches 15 days within one term. Parents/carers will be invited to this meeting and pupils where appropriate; along with SLT members to provide a full picture of the school's actions. Parents may request governors to review an exclusion before this threshold is met. (Timelines and procedures in appendix 1)

Permanent exclusion

Permanent exclusion is an extremely serious step to take. The head teacher will normally only consider such action if:

- the pupil presents a significant health and safety risk to him/herself and/or others or has been responsible for a single event that presents a serious threat to the health and safety of students and the school community;

and

- The pupil has been offered a full range of services and strategies designed to maintain that pupil's inclusion in school;

and

- there is evidence that previous plans and strategies have been consistently applied but brought about no significant improvement in the behaviour of the pupil.

Permanent exclusion is usually the final step in the process for dealing with disciplinary offences. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil.

Only in the most exceptional circumstances will the head teacher exclude a pupil for a first or one-off offence. Such exceptional circumstances might include carrying an offensive weapon, serious misconduct or serious actual/threatened violence against another pupil or a member of staff.

When a pupil has been excluded

Once the head teacher excludes a pupil, the parents/carers will be notified immediately, by telephone if possible.

Within one school day, a letter will follow that telephone call. This letter will include details about:

- the reasons for the exclusion
- the nature and length of the exclusion
- the name and telephone number of a contact at the LA who can provide advice on the exclusions process and the telephone number for advice and support
- details about how parents/carers can make representations about the exclusion to the Exclusions Committee of the governors.

Education of excluded pupils

In all cases where a pupil is excluded for more than a day, work will be set and marked for the pupil concerned. If a pupil is excluded for more than 15 consecutive school days, the head teacher will plan:

- how the pupil's education will continue during the period of exclusion;
- how the time might be used to address the pupil's problems;

and will consider, with the LA, what local arrangements will best help with the pupil's reintegration into school at the end of the exclusion.

Post exclusion planning – reintegration into the excluding school

The head teacher will convene a planning meeting to discuss and make plans for the reintegration of the pupil after an extended exclusion. The meeting will make the necessary preparations for the pupil's return to school and will involve the parents/carers and the pupil.

The meeting will consider all aspects of reintegrating the pupil, including any modifications to the timetable or the provision of additional support. Any previous plans will be revised and new targets agreed. If there were no plans prior to the exclusion one will be drawn up. All plans will include elements of a contract between the parties involved so that the pupil will know how to achieve success, the school will set realistic targets and review dates will be set. The meeting will also consider whether the pupil has special educational needs and whether enough is being done to support those needs.

If it is not possible to reintegrate a child back into the excluding school, then the school will work with the Local Authority and other professional bodies to implement the decision.

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#)

Links with other policies

Positive Relationships Policy

SEN Policy

Monitoring and evaluating this policy

This policy will be reviewed biennially by the full governing body.

Policy adopted by the full governing body on December 2nd 2020

Appendix 1 – procedures and timelines

Length of the exclusion	Will the exclusion amount to more than 15 days in a single term?	Who to inform?	Is an automatic governing board (GB) review required?	Can the parents make representations to the GB	Time limit for considering representations	GB actions and limitations
Up to and including five days.	No	Parent – immediately GB & LA – once a term	No	Yes, written. The GB is not required to meet with the parents.	No specified time limit	GB must consider parents' representations. They cannot overturn the HT's decision or remove the exclusion from the behavior record, but can place a note on the student's record.
	Yes	The parents, the GB and the LA (plus home authority where relevant) immediately.	Yes	Yes, either written, or at a meeting of the GB to review the exclusion decision.	15 days	GB can determine whether the HT's decision was justified, lawful and procedurally correct. Can reinstate pupil immediately or on a given date. While the GB can note their decision on the pupil's record, they cannot remove the original exclusion decision.
More than 5 days, up to and including 15 days	No		No	Yes. GB must meet with parents to consider representations if parents request it	50 days	
	Yes		Yes	Yes, either written, or at a meeting of the GB to review the exclusion decision.	15 days	
More than 15 days	Yes		Yes		15 days	
Permanent	N/A		Yes		15 days	
Any exclusion that causes the pupil to miss a public exam or national curriculum test.	N/A		Yes		15 – GB must endeavor to meet before the date of the examination.	