EXCLUSIONS POLICY

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To ensure the wellbeing and safety of our pupils are met through our school values of:

Respect – by respecting each other and preventing harm, ensuring the safety and wellbeing of all our children.
Compassion – by considering the needs of each child as an individual, valuing diversity and expecting everyone to look after each other and keep everyone safe.
Creation – creating a positive, safe and secure environment which allows children to thrive and flourish.
Perseverance – To persevere in providing an inclusive, welcoming and friendly environment in which Christian and caring values are central to the ethos of the school, ensuring all children feel valued and secure.
Service – by building trusting relationships and ensuring equal opportunities for all the children we serve, to help to keep everyone safe.

Rationale

This policy is underpinned by the shared commitment of all members of the school community to achieve the important aim of ensuring the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.

Willaston Church of England Primary School seeks to avoid exclusions, and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed over time**.**

Aims

We are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment.

Our school aims to:

- Make sure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- Make sure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Make sure all suspensions and permanent exclusions are carried out lawfully

Introduction

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. The decision to exclude a student will be taken in the following circumstances:-

- In response to a serious breach of the school's Behaviour Policy;
- If allowing the student to remain in school would seriously harm the education, safety or welfare of the student 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 Deputy Headteacher).

Exclusion, whether 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 school's Behaviour Policy:

- Verbal abuse to staff and others.
- Frequent high levels of disrespect to any adult who works in school.
- Verbal abuse to pupils.
- Physical abuse to/attack on staff.
- Physical abuse to/ attack on pupils.
- Indecent behaviour.
- Damage to property.
- Misuse of illegal drugs.
- Misuse of other substances.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Threatened or actual use of a weapon against a pupil or member of staff.
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction. A serious offence could by itself justify a pupil's exclusion.

The Headteacher and staff will identify pupils whose behaviours place them at risk of exclusion and seek additional provision to meet their individual needs. This could include working in partnership with other agencies.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. These are used in line with, 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units.' Local Authority.

A note on off-rolling

'Off-rolling' is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the pupil, to:

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent to remove their child from the school roll,
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education (DfE): Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

It is based on the following legislation, which outlines schools' powers to exclude pupils:

Section 51a of the Education Act 2002, as amended by the Education Act 2011

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

In addition, the policy is based on:

Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils

Section 579 of the Education Act 1996, which defines 'school day'

The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

The Equality Act 2010

Children and Families Act 2014

The School Inspection Handbook, which defines 'off-rolling'

Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

Exclusion

Each individual situation will be investigated according to need. The Headteacher will gather evidence and seek opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done the Headteacher may exclude the pupil.

Managing serious or persistent problems

- We accept that it is the behaviour that is the problem and not the child.
- The behaviour of children giving cause for concern will be assessed.
- Triggers or antecedents will be established.
- Individual programmes will be planned to help modify inappropriate behaviour.
- The support of outside agencies may be sought, e.g. behaviour

management consultants, educational psychologist.
- Parents/guardians will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Individual Behaviour Plans

Individual Behaviour Plans or Action for Inclusion Plans will be used to help any pupil at risk of exclusion in order to support them to make correct behaviour choices.

They will:

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group and the activities which give rise to the inappropriate behaviours;
- Emphasise teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc;
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour.

Teaching and learning

Teaching and learning must be able to take place undisturbed in classrooms**.**

The aim of our positive behaviour management policy is to:

- Help pupils realise the appropriate behaviour and provide strategy/guidance on putting it right.
- Reward positive behaviour.
- Help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour.

To support good behaviour we have a clear process that is shared with the children. School rules reflect our school values of respect, compassion, perseverance, creation and service and are reinforced frequently. Class rules are established with each individual class and their teacher. These are regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole school.

Exclusion Procedure

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

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

- The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term.

- The Governors have established arrangements to review fixed term exclusions which would lead to a student 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.

- Following exclusion, parents are contacted immediately where possible. A letter will be sent giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

- A half termly Exclusion Report is presented to the Governors.

- A reintegration meeting will be held following the expiry of the fixed term exclusion, and this will involve the Headteacher or Deputy in their absence, and other staff where appropriate. The purpose of this meeting is to discuss the provision the school will make in supporting the reintegration of the pupil and to establish the support of the parents in helping their child to improve their behaviour.

- During the course of a fixed term exclusion where the student is to be at home, parents/carers are advised that the student is not allowed on the school premises or out in public, and that daytime supervision is their responsibility as parents/carers.

Permanent Exclusion

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

- The first is a 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. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

- The second is where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

    - Serious actual or threatened violence against another student or a member of staff.
    - Sexual abuse or assault.
    - Supplying an illegal drug.
    - Carrying an offensive weapon *.
    - Arson.

The school will consider police involvement for any of the above offences.
* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of everyone on the school.

General factors the school considers before deciding 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 considering the Behaviour and Disability Discrimination, Equal Opportunity and Race Equality Policies.
- Allow the student to give her/his version of events.

- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment.

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

Exercise of discretion

In reaching a decision, the Headteacher will always look at each case on its own merits.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- The gravity of the incident or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy.

- The effect that the pupil remaining in the school would have on the education and welfare of other pupils, staff and themself.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's school record; witness statements and the strategies used by the school to support the student prior to exclusion.

Alternatives to Exclusion

Willaston CE Primary School is committed to working with the Local Authority and outside agencies to seek alternatives to permanent exclusion.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Behaviour Outside School

Pupils' behaviour outside school-on-school trips, visits and residential visits, is subject to the school's Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school.

Hopefully, we will not have to resort to these consequences. Our Ofsted report in February 2024 commented that -

'Pupils relish every opportunity to learn. Their behaviour is exemplary around the school.'

'Pupils take pride in their learning. They shine in all that they do. This is reflected in the exceptional quality of work that pupils produce.'

Dealing with Complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO / Deputy Headteacher or Headteacher, who will try to resolve the situation.

- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

- If the issue still cannot be resolved, the parent may contact the Chair of Governors, Mr R Hinds whose contact details are available from the school office.

- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office and on the school website.

Information and Guidance is available on the Cheshire West and Chester Website:

https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/pupil-exclusion-from-school

Approved by Governors December 2024

Signed Chair of Governors

