



Exclusions Policy

Reviewed: Summer 2018
Next review date: Summer 2020

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Headteacher

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Date

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Chair of Governors

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Date

Any exclusions that are imposed by the Headteacher will adhere to the statutory guidance on exclusions from the DfE dated September 2017, HCC exclusion guidance supplement dated September 2017 and Featherstone Wood's Behaviour Policy.

1. Introduction

At Featherstone Wood Primary School, we believe that all children will have access to a just and fair education. If any pupil makes this impossible, then the Headteacher may exclude them from their class or the school, in order to protect the rights of the other children.

This policy should be read in relation to the school's Behaviour Policy in which it is made clear that the school makes every effort to support children to make appropriate choices.

2. Exclusion

There are four different types of exclusion:

Lunchtime Exclusion

Parents should be informed with 24 hours notice, in writing, where this sanction is imposed. This may be appropriate if behaviour causing concern usually manifests itself during the lunchtime period e.g. persistent disobedience and refusal to comply with the reasonable requests of midday supervisors.

Internal Exclusion

This may be used as a sanction before a fixed-term exclusion is sanctioned. Work will be provided for the child to complete in another class of the school. Internal exclusion would be used for the shortest period possible. Parents will be informed of the sanction.

Fixed-term Exclusion

A fixed-term exclusion is put into place for serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents will be informed as soon as possible and decision confirmed in writing. Work will be provided for completion at home. The Headteacher may consult with the Integration Team for any additional guidance. If the child does not already have a Pastoral Support Programme (PSP), other appropriate paperwork will be drafted by the Inclusion Coordinator to be discussed with the parents and the child in order to provide continued support.

If a fixed-term exclusion lasts for more than six days, arrangements will be made for the child to be educated outside of the school.

Permanent Exclusion

The decision to permanently exclude a child is extremely serious and would be an acknowledgement by the school that it had exhausted all available strategies for dealing

with the child. The decision to permanently exclude would be taken only in response to a serious breach of the school's behaviour policy and if allowing the pupil to remain on site would serious harm the education or welfare of the pupil or others within the school.

Permanent exclusion would only be used as the last resort.

There will, however, be exceptional circumstances where, in the Headteacher's judgement it is appropriate to permanently exclude a child for a first or 'one-off' offence.

Should the decision be taken to permanently exclude a child, their parents will be informed immediately both verbally and in writing. Parents will be informed of their right to appeal.

3. Circumstances in which the Headteacher may consider the use of the exclusion process:

- Health and safety of children (including violence, aggression and threatening behaviour towards children or staff)
- Serious breaches of school discipline; disobedience, refusing to comply with reasonable requests from teachers/Headteacher
- Persistently repeated poor behaviour which affects the learning of other children (after repeated reminders, consistent support, parental involvement/support, warnings)
- Openly disregarding the authority of the school, teachers or Headteacher
- Drugs related offences (including use, promotion, possession and selling)
- Criminal offences (such as burglary or criminal damage on the school site)

The school will **not** exclude a child because of the behaviour of its parent or carer.

4. If there is the possibility of exclusion, the Headteacher will:

- have ensured that a thorough investigation has been carried out
- consider all the evidence available to support the allegations, taking into account school policies and where applicable, the race relation act and disability discrimination act
- allow and encourage the pupil to give their version of events
- check whether the event might have been provoked, e.g. by bullying or sexual or racial harassment
- keep a written record of the action taken (and copies of records made by other members of staff) including any interviews with the pupils concerned. Where ever possible, these statements will be signed and dated
- If necessary consult others, but not anyone who might have a role in reviewing the decision
- check that a PSP and support strategies have been put into place and fully implemented
- Inform the Chair of Governors by phone / email
- Inform CS as appropriate
- ensure the exclusion is for the shortest time necessary

5. After exclusion, the Headteacher will:

- ensure that all written logs have been completed and filed

The Headteacher's written report to Governors will inform them of any lunchtime, internal, fixed-term or permanent exclusions

6. Permanent Exclusion

A permanent exclusion will be considered if:

- At least two other temporary exclusions have not had sufficient impact and the negative behaviour persistently continues
- the effective education of other children is being effected
- other behaviour modification strategies have not had sufficient impact
- outside agencies have been used, but have not succeeded in improving behavior
- a PSP has been put into place but has not succeeded in helping the child to make better choices

7. Governors will be informed of the likelihood of the permanent exclusion.

- a sub-committee of the Governing Body will review any decision made by the Headteacher to impose a permanent exclusion, as described in DCSF guidance
- only the Headteacher (or teacher in charge) may exclude a child from school. The Headteacher may decide to consult a member of the Governing Body, however that particular governor may not be involved in any subsequent review of the decision to exclude
- a letter informing the parents about the decision will be sent within 24 hours of the governors meeting to review the exclusion

8. Reintegration into School

A successful reintegration of a child following a fixed-term exclusion should be carried out working in partnership with one or more of the child's parents or carers.

- the written letter for the fixed-term exclusion provided for parents will inform them of them of the first day and date when the child may return to school
- an integration meeting, in school, will be held with the parent(s) or carer(s), who, along with the pupil must make positive, helpful promises about future behaviour
- if, despite an invitation, a parent or carer is unwilling to attend, a reintegration meeting will still occur with the child. If at all possible, an additional adult such as the Inclusion Officer, will be present to witness the integration meeting

9. Pastoral Support Programmes

If pupils have already been temporarily excluded and have been reintegrated back into the school, they are technically still at risk of being permanently excluded.

Featherstone Wood Primary School

On these occasions, it is recommended that the child should have a PSP prepared by school staff, agreed and signed by both child and parents. A PSP may be put into place when a child returns from a fixed-term exclusion if appropriate.

- The PSP will identify goals for the child to achieve, issues for parents to agree and strategies implemented by the school to provide continued support
- It will include advice from external agencies
- Be reviewed according to individual circumstances
- Will be reviewed with the intention that the behaviour originally targeted has changed for the better

PSPs will be reviewed as evidence if considering permanent exclusion.

Linked policies

Behaviour policy

Complaints policy

Appendix 1

At Featherstone Wood we recognise that educating children is a process that involves partnership between home and school and understand the importance of a good working relationship to equip children with the necessary skills for adulthood. We value our supportive and friendly parents/carers and encourage them to participate fully in the life of our school.

The purpose of this policy is to provide a reminder to all parents/carers and visitors to our school about our expected conduct so that we can work together to ensure a safe and positive school environment for our children.

Respect and concern for others and their rights.

This guidance supports implementation of the Home-School Agreement. We expect parents and carers to show respect and concern for others by: -

- Supporting the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community.
- Working together with teacher for the benefit of the children. This includes approaching the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution.
- Reinforcing the school's policy on Behaviour.
- Respecting the learning environment appropriately (both on and off site).
- Parking with consideration and respect for others when delivering and collecting children from school.

In order to support a peaceful and safe school environment, the school does not tolerate: -

- Disruptive behaviour which interferes with the operation of a classroom, an office or any other part of the school grounds.
- Using loud and/or offensive language or displaying temper.
- Threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. Some actions may constitute an assault with legal consequences.
- Damaging or destroying school property.
- Abusive, threatening, malicious or inflammatory emails, phone calls or social network messages.
- Smoking and consumption of alcohol or other drugs or accessing the school site whilst intoxicated.

The above behaviours on school premises will be reports to the appropriate authorities and Governors may prohibit an offending adult from entering the school grounds to safeguard our school community.

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/pupils. Featherstone Wood Primary School considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the Class teacher, the SLT, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer or a child/ren being educated at Featherstone Wood is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network

Featherstone Wood Primary School

sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyber bullying and the use by any member of the school community to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.