



## A place to shine ...

*Let light shine out of darkness and God's light shine in our hearts*

*2 Corinthians ch4, v6*

## Exclusion policy

Consultation that has taken place	October 2020
Date formally approved by governors	October 2020
Date policy became effective	October 2020
Review date	October 2021
Person responsible for implementation and monitoring	Mrs Dawn Day Mrs Faye Kerr

***'He heals the broken-hearted and binds up their wounds.'***  
**(Psalm 147:3)**

## **Rationale**

Good discipline in schools is essential to ensure that all pupils can benefit from opportunities provided by education. At Central Walker Church of England Primary School, we try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those designed to avoid issues reaching a point of exclusion (see Behaviour Policy). As all pupils have an entitlement to full-time education, alternative education provision will be arranged following an exclusion.

## **Purpose**

- To provide a fair system in line with the statutory framework as defined in the "The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012" and "DFE Exclusions from Maintained Schools Document 2012".
- To have clear guidelines available to staff, governors and parents.
- To support parents and pupils and in the case of a fixed term exclusion facilitate a return to school.
- To make parents aware of the appeal procedures.

## **Guidelines**

- Only the Head Teachers (or someone acting on behalf of the Head Teachers) can exclude a pupil and this must be for disciplinary grounds.
- Where possible, the Head Teachers will give the pupil an opportunity to present their case before taking the decision to exclude. Taking into account their age and understanding excluded pupils will be enabled and encouraged to participate in all stages of the exclusion process.
- The decision to exclude a child must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics such as disability or race. Schools should give particular considerations to the fair treatment of pupils from groups who are vulnerable to exclusion.
- The Chair of Governors will be the member responsible for the provision of advice and administrative arrangements for the exclusion.
- The Chair of Governors will liaise with the Head Teachers and School Business Manager to ensure that appropriate procedures are followed.
- The circumstances leading up to an exclusion and strategies used to avoid this, including behaviour support programmes and risk assessment plans, must be evidenced in exclusion documentation as well as a detailed account of the incident which led to the exclusion.
- Parents will be fully informed at all times. They will be contacted by telephone on the day of the exclusion and be asked to come to school to collect their child.
- Re-integration into school will be carefully planned with parents and may be on a phased basis.
- The Vulnerable Learners Lead, Family Support Worker and SENCO will also support families of vulnerable pupils and those with EAL (English as an additional language) or SEN.

## **Pre-Exclusion Work**

Please refer to the school Behaviour Policy for further guidance.

If a child is in danger of exclusion, reference should be made to the school Behaviour Policy in order to identify why it has not worked effectively in this case.

Any pupil whose behaviour is causing concern will have a Risk Assessment Plan (See Appendix 2). This plan aims to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. This will be

drawn up by the Behaviour Leader/SENCO in conjunction with the class teacher, pupil and parents.

The Academy Trust Vulnerable Learner's Lead and Family Support Worker may be asked to become involved. Meetings will be held with school staff, pupils and parents to identify the problem and a programme of support will be planned. Parents and pupils will be warned that exclusion from school is a possibility. Outside agencies such as the CYPS (Children and Young Peoples Service), Educational Psychology Service, LA SEN Department, Attendance Officer may also be involved.

Fixed Term Exclusion

A child may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A fixed term exclusion does not have to be for a continuous period. A fixed term exclusion may not be extended or converted into a permanent exclusion. However, in exceptional circumstances where further evidence has come to light, the school may issue a fixed term exclusion or permanent exclusion to begin immediately after the first exclusion ends.

All children returning from a fixed term exclusion will be required to attend a reintegration meeting accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between the child, parent and school.

### **Permanent Exclusions**

At Central Walker Church of England Primary School, we would only permanently exclude a child as a last resort. This decision will only be taken:

- In response to a serious breach, or persistent breaches, of the school's Behaviour Policy;
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Behaviour Outside School**

In accordance with the school's Behaviour Policy, the behaviour of pupils outside school can be considered as grounds for exclusion.

### **Notification of an Exclusion**

Parents will be notified as soon as possible about the decision to exclude a pupil and the reason for the exclusion. This will be done on the day of the exclusion by either a direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent or given to parents the same day.

The Head Teacher will notify, without delay, the Chair of Governors and the LA Fair Access Coordinator of a permanent exclusion, exclusions, which would result in the child being excluded for more than five school days (or more than ten lunchtimes) in a term, and exclusions, which would result in the pupil missing a national curriculum test. For all other exclusions, the Head Teacher must notify the LA and Governing Body once a term.

Notifications must include the reason for the exclusion and the duration of any fixed period exclusion.

### **Appeals**

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance.

Where parents dispute the decision of a Governing Body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an Independent Review Panel.

Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or County Court (for other forms of discrimination).

### **Relationships to other school Policies**

This Exclusion policy should be read alongside the school's Behaviour policy as well as other relevant school policies, particularly the Accessibility policy, Special Educational Needs policy, Equal Opportunities policy and the NEAT PSED Statement, Safeguarding and Child Protection policy.

### **Monitoring and Review**

The impact of this policy will be reviewed annually by the Ethos group. The Head Teachers will provide the group with monitoring reports, which will help to evaluate the effectiveness of the policy and procedures.

The policy and procedures will be reviewed and amended in light of such evaluations and in consultation with representatives of all stakeholders.

The policy will be updated in accordance with new LA or DFE guidelines.