

Lightcliffe C of E Primary School

Exclusion Policy



From:	January 2017
Review Date :	January 2019

Exclusion Policy

1. Rational

1.1 We hope that through our policy of positive discipline, an agreed Code of Conduct, and close consultation with parents over any learning and behaviour problems that no child at Lightcliffe CE Primary School would reach the level of needing to be excluded.

1.2 We see exclusion as a final sanction, where warranted, which will only be used, after careful consideration, when all other possible sanctions have been tried and have been unsuccessful. Permanent exclusion will only be used as a last resort, in response to serious or persistent breaches of the school's Behaviour Policy.

1.3 The handling of exclusions of pupils from school is governed by Education Acts and guidelines.

2. Grounds for Exclusion

2.1 The principles which underline a decision to exclude a pupil from Lightcliffe Primary School are as follows: -

- A need to avoid risk and danger to pupils and/or staff. The bringing into school of anything deemed to be an offensive weapon will result in the police being informed and three days exclusion
- Incidents which breach the law
- Persistent and severe bullying
- A single serious, major incident. In the case of a serious assault on another person occasioning injury, the Headteacher will first establish whether there are elements of self-defence or retaliation against an assault before determining the appropriate disciplinary action
- Constant disruption
- Verbal and physical abuse
- Any other incident or behaviour at the discretion of the Headteacher.

2.2 Permanent exclusion will only be used when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

2.3 The Behaviour Policy and Anti-bullying Policy identify support mechanisms available to staff in their work with pupils whose behaviour is a cause for concern. If these fail to give successful results the decision to exclude rests entirely with the Headteacher. It can only be delegated to, or assumed by the Deputy Headteacher in the Headteacher's absence.

2.4 The governors' role is to uphold or dismiss a Headteacher's recommendation.

- 2.5 The decision to exclude a pupil 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. School will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. Disruptive behaviour can be an indication of underlying needs.
- 2.6 Whilst a single, major incident may justify exclusion, continued failure to respond to other sanctions may also arise. In such cases incidents causing concern and actions taken must be fully and accurately recorded by the Headteacher and staff concerned. If school has a concern about pupil behaviour, we will try and identify if there are any casual factors and intervene early in order to reduce the need for a subsequent exclusion. This may lead to a multi-agency assessment that goes beyond pupil's educational need.
- 2.7 Every effort will be made to discuss behaviour problems with parents and to seek co-operation in resolving problems before exclusion is considered for any child.
- 2.8 Consideration will be given to children who present with additional needs, and as far as possible, excluding permanently any pupil who presents with additional needs, such as Special Educational Needs (SEN) or Children Looked After (CLA) will be avoided.
- 2.9 The school will engage proactively with parents, carers, children's homes and the local authority in supporting the behaviour of pupils with additional needs.

3. The Role of Governors

- 3.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour which reflect the school's ethos of positive behaviour and of reviewing their effectiveness.
- 3.2 The governing body will follow the LEA's guidelines on exclusion.
- 3.3 The governors support the Headteacher in carrying out these guidelines.
- 3.4 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policies but governors may give advice.

4. The Role of Parents

- 4.1 We hope to encourage parents to play a positive part in the resolution of any learning and behaviour difficulties. Every effort will be made to enable discussion to take place with the parent especially when exclusion is being contemplated.
- 4.2 Where, despite approaches and the involvement of outside agencies, the school is unable to persuade a parent to visit and discuss problems; the matter will be passed to the governing body.

5. Fixed-term and permanent exclusions

- 5.1 Only the Headteacher (or in the Headteacher's absence, the Deputy Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or

more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is possible for the Headteacher to convert fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

- 5.2 If the Headteacher excludes a pupil they will inform the parents immediately, giving reasons for the exclusion. At the same time the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school must inform the parents how to make an appeal.
- 5.3 When sending written confirmation of exclusion to parents/carers, consideration should be given to ensure that this information is clear and easily understood. Where English is not the first language, a translated letter should be considered.
- 5.4 Pupils who are excluded will be collected by parents/carers and will not be allowed to leave the school site until this happens, or an appropriate alternative is agreed.
- 5.5 If a Child is a Child Looked After (CLA) then the Virtual School Head will be kept informed throughout the exclusion process, and likewise if the child is either CLA or on a Child Protection Plan then the Lead Social Worker (SW) will be kept informed.
- 5.6 The Headteacher must inform the LEA on all exclusions.
- 5.7 The Headteacher must inform the LEA and the governing body of any permanent exclusions and about any fixed term exclusions beyond five days in any one term or if a period of exclusion will mean that they miss a public examination or national curriculum test. This will be done once a term.
- 5.8 If a pupil lives in a different authority to that of the school they attend, the Head teacher must inform the 'home authority' without delay if a child is permanently excluded.
- 5.9 If a child has a fixed term exclusion the correct codes should be used on the register; Code E (whilst not attending any provision), then Code B (educated off-site) or Code D (dual-registration) once attending alternative provision. It is the school's responsibility to ensure that the alternative provision provides the adequate number of hours.
- 5.10 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 5.11 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 5.12 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA and consider whether the pupil should be reinstated.
- 5.13 If a governors' appeal panel decides that a pupil should be reinstated the Headteacher must comply with this ruling.
- 5.14 Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, relevant to their age and understanding.
- 5.15 On reintegrating pupils back into school, they will meet with the Head / Deputy at 8.45 am on the first day back at school, with parents/carers, where discussions will take place for management of future behaviour.

5.16 School should set and mark work for pupils during days 1 – 5 of exclusion, unless or until alternative provision is provided. Alternative provision must be arranged from the 6th day.

6. Monitoring

6.1 The Headteacher monitors the effectiveness of this policy on a regular basis. They will also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for changes and improvements.

6.2 The school will keep a variety of records of misbehaviour. The class teacher will record incidents on behaviour sheets / behaviour book. The Headteacher will record serious incidents.

6.3 The Headteacher will keep a record of any pupil who is excluded for a fixed term or who is permanently excluded.

6.4 It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

6.5 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 a County Court (for other forms of discrimination).

6.6 An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered, in the light of the principles applicable on an application for judicial review; it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil then a £4,000 adjustment will be made to the school's budget.

6.7 Whether or not a school recognises that a pupil has special educational needs (SEN) all parents have the right to request the presence of an SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.

6.8 Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

7. Review

7.1 The governing body will review this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.