

# **Community Academies Trust**

## **Primary School Policy**

### **Pupil Exclusion Policy**

This policy was drafted by Director of Education. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

## **1 Introduction**

We believe that pupil exclusion is best defined by the Education Act 2002 as 'to exclude on disciplinary grounds' and must be either a fixed term or permanent exclusion. In the school's Pupil Discipline policy, the Governing Body has stated that pupil exclusion is a sanction that will be used only in appropriate circumstances.

Therefore, we acknowledge that a pupil will only be excluded following serious breaches of discipline or if the safety of pupils and school personnel would be harmed if the pupil remained in the school.

The Head and members of the Disciplinary Committee are fully acquainted with the Department for Children, Schools and Families (DCSF) guidance Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units (September 2008).

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010

## **2 Aims**

- To only use exclusion as a last resort, as stated in the school's Pupil Discipline policy, except when an immediate exclusion is appropriate.
- To have in place early intervention systems to deal with poor behaviour.
- To maintain full-time provision for permanently excluded pupils.
- To have in place systems to reinstate excluded pupils as soon as possible.
- To establish good working relations with parents of pupils who have been excluded.
- To work with other schools to share good practice in order to improve this policy.

## **3 Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

## **Role of the Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- regularly review behaviour and remind staff of policy through staff meetings
- annually report to the Governing Body on the success and development of this policy

When making the decision to exclude a pupil the Headteacher will:

- Undertake a thorough investigation into the alleged incident by looking at all the evidence that is available.
- From the outset keep a written record of all the stages of the investigation plus signed witness statements.
- Listen to the pupil's version of what happened.
- Check whether the alleged incident was provoked by racial or sexual harassment and to take into account any breach of the school's equal opportunities policy.
- If he/she thinks it is necessary, the Headteacher will consult with other relevant people other than those who might be later involved in reviewing this incident.
- Consider alternatives other than exclusion such as:
  - Internal exclusion by removal to another class or working elsewhere in school
  - Restorative justice
  - Mediation
  - A managed move
- Decide on the length of the exclusion;
  - Fixed or
  - Permanent
- Inform parents immediately.
- Report the exclusion to:
  - The Disciplinary Committee

## **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

## **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

## **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

## **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

## **4 Fixed Term Exclusion**

In any one school year the Headteacher is allowed to exclude a pupil for one or more fixed term periods but not exceeding 45 school days.

During this period of exclusion the school will continue to provide education for the pupil and plan for the pupil to be reinstated after the exclusion period has ended.

Once a decision has been made parents will be informed by telephone and then by letter.

When informing parents the school will use model letters from the (DCSF) guidance 'Improving Behaviour and Attendance'.

## **5 Informing the Discipline Committee and the Local Authority**

Within one school day the Headteacher will inform the Discipline Committee and the Local Authority of a pupil's exclusion.

## **6 The Role of the Discipline Committee**

The Discipline Committee will:

- Review all exclusions
- Consider any representations from parents
- Take the following into account when making a decision about exclusion:-
  - special educational needs
  - disabilities
  - gender
  - cultural differences

## **7 Liaison with Parents**

Every effort will be made to seek parental co-operation at all stages.

## **8 Permanent Exclusion**

A pupil may be permanently excluded if:

- All other strategies have failed.
- The offence was a serious one-off offence such as:
  - serious, actual or threatened, violence against a pupil or a member of the school personnel;
  - sexual abuse or assault;
  - supplying an illegal drug;
  - carrying an offensive weapon;
  - or any other serious offence

## **9 Reporting**

Annually the Headteacher may report the following to the Governing Body:

- The number of exclusions
- The type of exclusions
- The outcome of each exclusion

## **10 Raising Awareness of this Policy**

We will raise awareness of this policy in a number of ways for example:

- the School Handbook/Prospectus
- the school website
- staff meetings
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- other meetings with school personnel e.g. Midday Supervisors, Teaching Assistants etc

- communications with home e.g. weekly newsletters
- reports such as Headteacher reports to the Governing Body
- information displays in the main school entrance if appropriate

## **11 Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

## **12 Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **13 Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

## Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.