



Horton Kirby School Exclusion Policy

Horton Kirby Church of England Primary School is committed to valuing diversity and to equality of opportunity.

We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

Partnership with Parents

Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success.

At Horton Kirby, we will work in partnership with parents to ensure that expectations are clear and parents can reinforce them with their children. This includes ensuring that parents are kept informed about decisions made in response to a child's misbehaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

- Behaviour Policy, including school rules available in classes and around the school;
- Anti-Bullying Policy;
- Home-School Agreement
- School Values of Respect, Responsibility, Resilience and Reflection communicated regularly.

Supporting Pupils to Succeed

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

We will use behaviour data to assess patterns of challenging behaviour in pupils. Where patterns emerge we will systematically intervene, drawing up an action plan with the child, parent and teacher. SENCO and SLT has overall responsibility for sharing data with class teachers and analysing the data. It is class teacher's, parents' and the child's responsibility to ensure the action plan is followed.

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Types of Exclusion:

Internal Exclusion

Internal exclusion is when a pupil is excluded from their classroom and must work away from their class for a fixed amount of time. This will be in a different classroom. They will usually also miss outdoor break-times with the rest of the school during this time.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from a TA, SENCO etc). On rare occasions, an isolated incident may be such an extreme breach of the behaviour policy that an internal exclusion may be warranted.

Temporary / Fixed-Term exclusion

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case (any Governor who is spoken to about a Permanent Exclusion can then not sit on the exclusion panel due to possible bias about the case. The HT cannot discuss exclusions in reports to governors, other than state the fact that they have been issued).

Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted.

The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent prejudice based harassment or hatred based acts.

Exclusion may be the result of persistently poor behaviour or a serious single incident.

Steps before a Permanent Exclusion. There will be a log/record of these as evidence.

- Meetings with parents
- Report Card
- Break-time Learning Club with restorative approaches
- Lunchtime nurture club – in instances of poor playtime behaviour.
- Internal Exclusion

- Personal Support Plan
- Referral to Early Help, Local Inclusion Forum Team and specialist teaching (needs parental consent).
- Reduced Timetable (with parental consent).
- Managed Move to another school for a fresh start chance to reset behaviour (needs parental consent).

Persistent or cumulative problems

Internal and temporary/fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary, if it was felt all options had been exhausted.

The length of an exclusion will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident

In such cases the Headteacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Headteacher or SLT will check whether the incident may have been provoked, for example by bullying or racial harassment.

The Governing Body will be informed of all exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors – although as stated before, the governor consulted cannot sit on an exclusion panel, and governors can only hear of the fact of an exclusion without the details.

The decision to exclude

If the Headteacher decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of Fixed Term Exclusions, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff. This meeting must be minuted and logged.

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until

the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Re-integration

After fixed term exclusion the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded on the school re-integration form and a copy retained by the parent, child and school. For repeat cases, a Personal Support Plan will be in place and the SENCO present in the meeting. This will be kept and signed by school, parents and child.

Work Set

During a Fixed Term Exclusion, work should be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

A pupil can be excluded for up to 10 continuous days on a fixed term basis. On the 6th continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

Behaviour outside school

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes the any serious breach of policy which could 'bring the school into disrepute'.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil.

The Headteacher should ensure that reasonable steps, in line with the DDA have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Managed move

In cases where the Headteacher and parent's agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parents failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority or Trust schools and propose a managed move to another school. This is not exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

Removal from the school for other reasons

The Headteacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons, including poor behaviour.

Equal Opportunities

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Horton Kirby School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Reintegration meeting

After every period of fixed term exclusion the parent and child will be offered a reintegration meeting with a senior member of school's staff. At this meeting targets will be agreed for improving behaviour and a written agreement produced for all parties to sign.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure.

Approved by: Full Governing Body

Last reviewed on: November 22

Next review due by: November 23

Guidance on Fixed Term Exclusions (Based on LA Advice)

Informing Parents of Exclusion At – A –Glance Guide	
MUST	SHOULD
<p>Notify parents/carers immediately- ideally by telephone</p> <ul style="list-style-type: none"> • Letter within 1 school day specifying: • Precise period of fixed period exclusion or effective date of permanent exclusion • If permanent, that it is permanent • Reasons for the exclusion • Parents right to make representations to the governing body • Parents right to see and have a copy of child’s school record upon written request 	<p>Date and time when pupil should return from fixed period exclusion</p> <ul style="list-style-type: none"> • Any relevant previous history • Arrangements for continuing education, including the marking and setting of work • Latest date by which governing body must meet person whom the parent should contact if they wish to make representations (usually the clerk to the governors). • Name and contact information for Head of Social Inclusion (LEA Officer) • ACE exclusions helpline number 0808 800 0327 • Information translated as necessary

The Use Of Exclusion: At- Glance-Guidelines For Head Teachers

ILLEGAL/NO GROUNDS	REASONABLE GROUNDS	STRONG GROUNDS
Minor incidents, for example: <ul style="list-style-type: none"> • Failure to do homework • Failure to bring dinner money 	Breach of the school's behaviour policy (see possible examples below).	Serious breach of the school's behaviour policy (see possible examples below).
<ul style="list-style-type: none"> • Poor academic performance 	<ul style="list-style-type: none"> • Serious harm to the education or welfare of other 	<ul style="list-style-type: none"> • Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others
<ul style="list-style-type: none"> • Breaches of school uniform policy or appearance; eg; wearing jewellery or type of haircut 	<ul style="list-style-type: none"> • Persistently leaving school premises without authorisation 	<ul style="list-style-type: none"> • Supplying or using an illegal drug on the premises
<ul style="list-style-type: none"> • Failing to meet the requirements of the DDA by excluding disabled pupils without due regard to their disability or treating them less favourably because of their disability 	<ul style="list-style-type: none"> • Bringing the school into disrepute at a public event 	<ul style="list-style-type: none"> • Carrying or threatening to use an offensive weapon (including fireworks)
<ul style="list-style-type: none"> • Failing to meet the requirements of the Race Relations Act by the excluding pupils or discriminating unfavourably on grounds of race 	<ul style="list-style-type: none"> • Persistent refusal to co-operate with school staff, verbal aggression towards staff, pupils or other members of the school community 	<ul style="list-style-type: none"> • Attempted arson on school grounds, destruction or serious damage of school property or buildings
<ul style="list-style-type: none"> • Lateness or truancy 	<ul style="list-style-type: none"> • Bullying, racial, sexual or other harassment of staff, 	<ul style="list-style-type: none"> • Repeated threats and highly offensive and abusive language towards

	pupils or other members of the school community	school staff, pupils or other members of the school community
<ul style="list-style-type: none"> Incidents outside of school premises or when not representing the school outside of school or school time 	<ul style="list-style-type: none"> Serious incidents of theft and serious and wilful damage to personal or school property 	<ul style="list-style-type: none"> repeated bullying, racial, sexual or other harassment of staff, pupils or other members of the school community