

**Church Lane Primary School and Nursery**

**Exclusion Policy**

**(To be read in conjunction with the Schools behaviour Policy)**

**Introduction**

Church Lane Primary School and Nursery is an inclusive school which aims to promote equality in all aspects of school life. This policy is to be read alongside the schools Behaviour Policy and the DfE guidance ‘Exclusion from maintained schools, Academies and pupil referral units in England’. Where relevant this policy references other school policies but is not intended to provide detailed information, however the policies referenced can be found on the school website.

The school takes a positive approach to encouraging good behaviour, however recognises that discipline in the school is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. Nevertheless, it is important to say that the exclusion of a pupil, either for a fixed period or permanently, from Church Lane Primary School and Nursery will only be used as a last resort.

The school recognises that it is responsible for communicating to pupils, staff and parents, its’ expectations for standards of behaviour. The school has a range of policies and procedures in place to promote good behaviour and appropriate conduct and strives to foster good parental engagement.

Within Lincolnshire, there are a range of services available to support pupils who are at risk of exclusion. Services available in Lincolnshire are:

* Behaviour Outreach Support Service
* Educational Psychologists
* Attendance and Engagement Officers
* SEN team
* LAC team

Our Local Authority (LA) has an expectation that schools will have employed a range of measures to prevent the need for exclusion. It is the responsibility of all individuals working with pupils within the school to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. Whilst exclusion may still be an appropriate sanction, the head teacher should investigate whether any contributing factors may have led to the incident of poor behaviour e.g. pupil has suffered bereavement, has mental health issues or has been subject to bullying. With this in mind, Church Lane Primary School has encouraged a range of strategies to be employed within the school and the full range of in-class strategies can be found detailed in the schools Good Behaviour Policy.

Within the school environment there are a range of resources available that can assist in the assessment and management of behavioural issues some of which are listed below:

* Pupil/student behaviour risk assessments
* Individual Pupil Profiles (reviewed termly)
* Pastoral Support Plans
* Positive Handling Policy
* Team Around the Child
* Early intervention to address underlying causes of potentially disruptive behaviour
* Assessments of appropriate provision of support within the school N.B In this policy the word ‘Term’ pays reference to three terms in one year (Autumn, Spring or Summer)
* Boxall profile

**Possible reasons that may lead to exclusion**

* A serious breach of the school’s values, rules or policies.
* A risk of harm to the education or welfare of the pupil or others in the school.
* Physical or verbal assault against a pupil, member of staff or others in the school.
* Serious damage to school property
* Theft
* Weapons in school
* Persistent disruptive behaviour
* Persistent bullying
* Indecent behaviour
* Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student’s behaviour.

Occasionally unacceptable behaviour may prove to be persistent and this is where a Fixed Term Exclusion may be actioned, in which case an individual Pastoral Support Plan(PSP) will be drawn up with the parents to support that child in school.

**The school process for dealing with serious breaches of the behaviour policy**

Below is a flow chart which outlines the schools process for dealing with serious breaches of the school behaviour Policy. Exclusion is the schools last resort and therefore we MUST ensure measures are put in place to reduce the risk of exclusion of pupils within our school.

School will follow the steps below when dealing with serious breaches of our behaviour policy:

**Stage 1-Warning**

The school’s first step will be a warning. The children’s parent/carers will be contacted to inform them of the incident that has taken place and they will be informed that the pupil will be missing their breaks and lunchtimes as a result. This gives the child the benefit of the doubt. Depending on the type of incident our pastoral team may carry out some restorative work and put some support for the pupil in place such as the play therapist or pastoral support.

All of this will be documented on CPOMS as a log.

**Stage 2- Internal exclusion**

Once we have passed the warning stage we will then move to an internal exclusion. This will be for a maximum of ½ a day for Reception, 1 and 2 and a maximum of a day for Year 3, 4, 5 and 6. During this time, children will be set work by the class teacher to complete in the pastoral room. In some instances online resources such as White Rose and Oak National Academy may be used. This will be supported by the pastoral team.

As above with a warning, once the child has had their consequence we will then have a fresh start. Any restorative conversations will take place and play therapy and pastoral support will be put in place where required. Depending on seriousness of breach it is up to the head teacher as to whether a pupil receives more than one internal exclusion.

**Stage 3- Fixed Term Exclusion**

A fixed term exclusion will be for the shortest time necessary. An exclusion for a period of time from half a day to 5 days for persistent or cumulative problems will be imposed only when the school has offered and implemented a range of support and management strategies. This can be used on several occurrences up to a maximum of 45 days. All of the stages prior to this must be exhausted first. Examples of some of the strategies used are:

* + Discussion with the pupil
	+ Support from the schools pastoral team
	+ Discussions with parents
	+ Sanctions (consequences) in school
	+ Checking on any possible provocation
	+ Internal exclusions
	+ Referral to outside support agencies

It is important to note that exclusion will not be used for minor incidents such as academic performance or lateness. A fixed term exclusion may be used in response to a serious breach of school rules or policies. In such a case, the head teacher will investigate the incident thoroughly and consider all the evidence to support the allegation, taking account of all the school policies. The child will be encouraged to give their version of events and the head teacher will check whether the incident may have been provoked e.g. by bullying or racial harassment.

Upon the child’s return after a first exclusion, a Pastoral Support Plan (PSP) will be initiated with the view to prevent any further exclusions having to take place.

**Stage 4- Permanent exclusion**

The school considers permanent exclusion to be a very serious step and the head teacher will need to investigate the incident thoroughly before this decision is made. As with fixed term exclusion, permanent exclusion will follow a range of strategies set out by the school and detailed in the Positive Behaviour Policy and will be seen as a last resort, or it will be in response to a very serious breach to school rules and policies where all the stages have been exhausted, such as:

* + Serious actual or threatened violence against another pupil or a member of staff.
	+ Carrying an offensive weapon
	+ Persistent bullying
	+ Racial harassment

**Behaviour Outside School**

Pupils’ behaviour outside school on school trips or at sports fixtures etc , is subject to the school’s positive behaviour policy. Poor behaviour in such circumstances will be dealt with as if it has taken place in school. For behaviour outside school, not on school business, it is at the discretion of the head teacher whether or not to exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupils as a whole, or if it is deemed to be damaging to the reputation of the school.

**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. We have a duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. Head teachers and the governing body must take into account their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEN Code of Practice and a Duty of Care. The Head teacher will take reasonable steps to ensure that the school responds to a pupil’s disability so that the pupil is not treated less favourably, this includes a duty to make reasonable adjustments to policies and practices.

Reasonable steps could include:

* + Differentiation in the school’s behaviour policy 4
	+ Developing strategies to prevent the pupil’s behaviour
	+ Requesting external support for the child
	+ Staff training

Church Lane Primary School recognises that it should engage proactively with parents in supporting the behaviour of its pupils with additional needs and is aware that whether or not a school recognises that a pupil has SEN, all parents have a right to request the presence of an SEN expert if their case is to be reviewed by an independent panel.

If the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs such as a pupil with an EHC plan or a looked after child, it is aware that it should consider what additional support may be required. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

**Temporary Reduced Timetable**

In some cases, the school may consider it appropriate to the needs of a particular child, to offer a reduced timetable for a limited period. In this situation, paramount consideration would be given to safeguarding the child and a thorough risk assessment would be carried out. Any reduced timetable would be planned within a pastoral support plan (PSP). The timetable would be time-limited with a clear plan to increase attendance back to full time, involve professionals working with the child/family, and ensure that parents have given their full consent.

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