

EXCLUSIONS POLICY



Aims

The Governors of Barkisland CE VA Primary School aim to promote appropriate acceptable behaviour amongst all pupils in order to secure an atmosphere which is conducive to effective teaching and learning in our school.

This policy should be read in conjunction with guidance issued by the DfE 'Exclusion from maintained schools, academies, and pupil referral units in England' and alongside our Behaviour Policy and principles

Vision and Values:

Our school vision, 'we believe, we nurture and we succeed' along with our core values underpin the way in which all members of the school community conduct themselves in school. They clearly state how we should behave and act both inside and outside of school.



Implementation

Permanent Exclusions

A decision to exclude a pupil permanently should only be taken;

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Suspensions

A decision to suspend a pupil is only taken;

- When other methods of behaviour management have been exhausted.
- A serious breach of the behaviour policy

Methods

We will seek to achieve our aim by:

- In the case of poor behaviour, over a sustained period, ensuring pupils and parents are aware of the Exclusions Policy and the terms of its implementation
- Liaising with Calderdale Exclusion Services as soon as possible in the process.
- When establishing the facts in relation to an exclusion or suspension decision, the head teacher must apply the civil standard of proof, i.e. 'on balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
- **Permanent exclusion is a last resort and only be considered where there has been a serious breach or persistent breach of the school behaviour policy and if the child was to remain in school this would cause serious harm to the education or welfare of themselves or others.**
- The decision to suspend or exclude for any period must be lawful, reasonable and fair.
- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes.
- Pupils who are suspended or excluded should be collected by parents/carers and must not be allowed to leave the school site until this happens, or an appropriate alternative is agreed.
- If a Child is a Child Looked After (CLA) then the Virtual School Head needs to get 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) should be kept informed.
- Disruptive behaviour can be an indication of unmet needs, thus schools should give consideration to a multi-agency assessment that goes beyond educational needs, if this is a persistent problem.
- Following any period of suspension or exclusion there must be a strategy for reintegration and managing future behaviour. (This will usually take the form of a meeting between the Head Teacher, Parents & the Pupil)
- School should set and mark work provided for the first five days of a period of suspension or exclusion, unless or until alternative provision is provided. This work could be set via online learning platforms. Alternative provision must be in place from the sixth day.
- Suspended and excluded pupils should be enabled and encouraged to participate at all stages of the process, relevant to their age and understanding.
- Only the Head teacher has the authority to suspend or exclude and this must be on disciplinary grounds.
- 'Informal' or 'Unofficial' exclusions are unlawful regardless of whether they occur with the agreement of parents/carers – all exclusions must be formally recorded.
- Managed Moves may be considered to support the behaviour of a pupil.
- Consideration should be given to children who present with additional needs, and Head teachers should, as far as possible, avoid excluding permanently any pupil who presents with additional needs, such as Special Educational Needs (SEN) or Children Looked After (CLA).
- Schools should engage proactively with parents, foster carers, children's homes and the local authority in supporting the behaviour of pupils with additional needs.
- Head teacher must inform the governing body and local authority if a child is permanently excluded or if suspensions result in more than five school days (or ten lunchtimes) in a term, or if a period of suspension will mean that they miss a public examination or national curriculum test.
- All suspensions are reported to the governing body and included in the CENSUS returns to DfE each year.
- 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.
- If a child has a suspension, 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.

- When sending written confirmation of suspensions or 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.
- If parents wish to make representation to the governing body and an independent panel is used, consideration should be given to including a SEN Expert, even if the child has no identified Special Educational Needs.
- Under the Equality Act 2010 (“the Equality Act”) schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Pupils Conduct Outside of School

We expect the pupils of Barkisland School to uphold our core values both when they are in school and when they are out of school. If a child’s behaviour does not support the core values outside of school, we may choose to discipline the pupils as appropriate. This includes when:

- Pupils are representing the school at an event e.g. sporting, musical
- Pupils are representing the school on a trip
- Pupils are travelling to or from school
- Pupils are wearing school uniform
- Pupils are in some other way identifiable as pupils of Barkisland School.

If pupil’s behaviour is such that it:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school,

(whether or not the pupil is identifiable to the school) discipline and sanctions will be applied.

Recording Arrangements:

Any pupil who is subject to a suspension or permanent exclusion will have the details of the incident/s detailed on the CPOMS secure system.

Parental Involvement:

We will take all steps detailed in its Behaviour Policy to ensure parents are informed and involved with all breaches of the policy by their child. When the decision is taken to suspend or exclude a child the Head Teacher will ensure they follow all statutory guidance contained within the DFE document; Suspension and Permanent Exclusion from maintained schools, Academies and pupil referral units in England.

Governor Involvement:

The Head Teacher will inform the Governing Body and Local Authority of:

- A permanent exclusion
- Suspensions which will result in the pupil being excluded for more than five school days
- Suspensions which could result in a pupil missing a public examination or national curriculum test

If representation is made by a parent to appeal the process or legality of a suspension or exclusion the governing body will refer to Section 6 of the DFE document; Suspension and Permanent Exclusion from maintained schools, Academies and pupil referral units in England.

Multi-agency meetings

Where children do reach the level suspension and it is likely that they fall into the category of having a high-level of need a multi-agency meeting may be called.

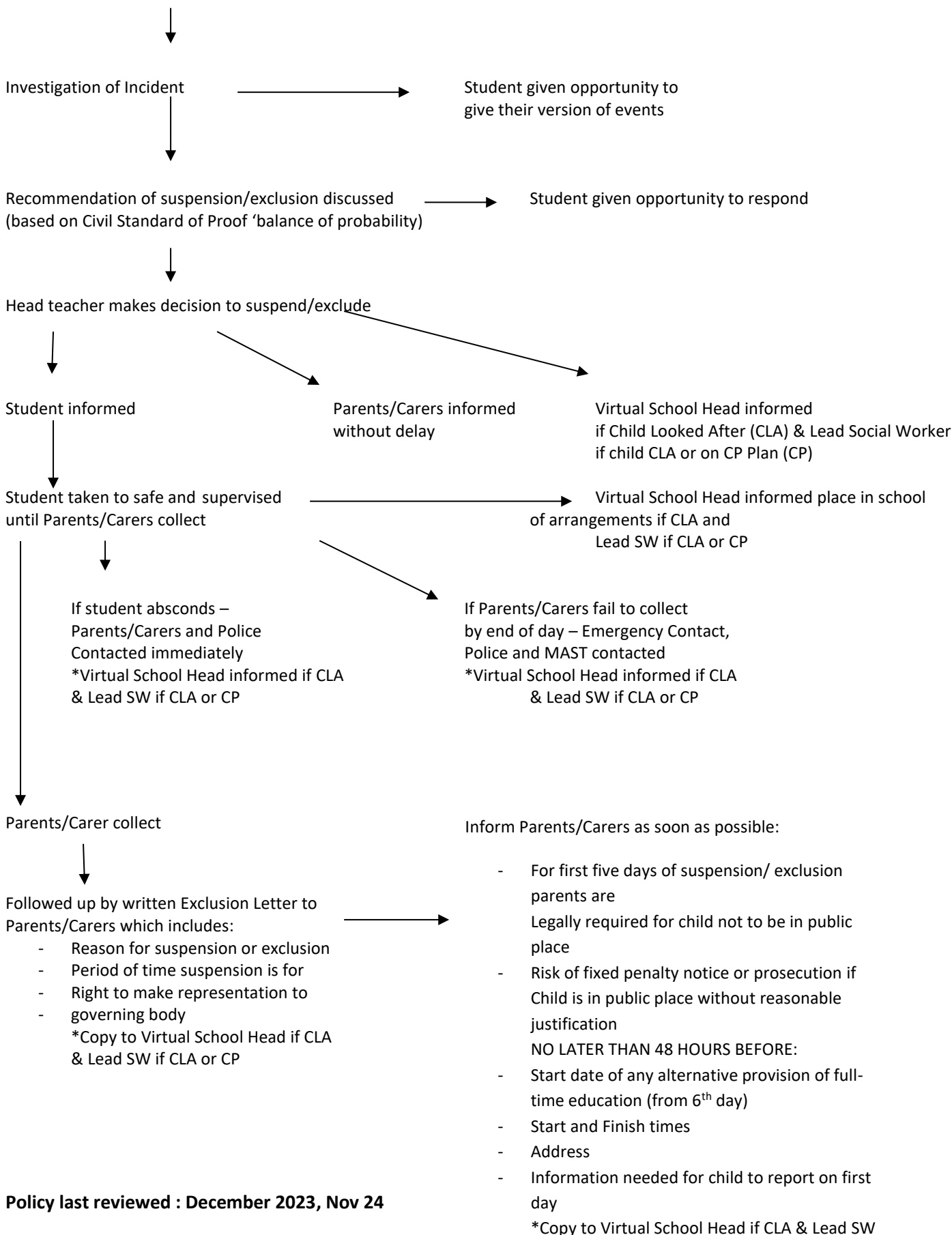
The people called to this meeting should include:

- the head teacher
- the class teacher
- a TA involved with the pupil
- a member of the relevant external agencies (social services, health service, educational psychologist,)

The outcome of this meeting should be discussed by the headteacher with the parent of the child and the child themselves. A review date should also be set.

Flowchart at point of Exclusion

Serious Incident/Breach of School Behaviour Policy



Policy last reviewed : December 2023, Nov 24