



St Clement and St James
Exclusions Policy 2017

Introduction

Our vision

St Clement and St James is a school with Christian values at its heart. We are proud of its history and our strong links with the vibrant community to which we belong. We welcome and celebrate every child, helping all children to develop their character and full academic potential. We promote high aspirations and a love of learning through a rich and varied curriculum.

Our values help us show and grow faith, hope and love as the centre of our school. We have a particular emphasis on love as the root of the values we have chosen for our school. When we say love, we mean the definition in 1 Corinthians 13:4-8. Our values are:

- Compassion
- Creativity
- Excellence
- Forgiveness
- Friendship
- Thankfulness

This policy was written with reference to the 2012 “Exclusion from maintained schools, Academies and pupil referral units in England” document, published by the Department for Education. This includes guides for good practice before considering exclusion, for making the decision to exclude, and for managing appeals against exclusion. All statutory duties set out by the guidance are followed by the school.

Objectives of the Exclusions Policy

We aim to create a positive learning environment, where all children’s needs and views are valued and no child is disadvantaged by race, class, gender or disability. We aim to raise achievement, share high expectations of ourselves and our pupils and involve parents in their children’s education. We aim to support all staff in carrying out their roles effectively.

Exclusions are not given lightly. This policy documents the preventative work undertaken by the school to include children with emotional and behavioural needs, and the procedures undertaken when fixed-term or permanent exclusions are given. It should be read in conjunction with the Special Educational Needs policy and the Behaviour Management policy.

In most cases permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil’s behaviour.

Interventions to avoid exclusion

Where children's behaviour is causing concern, the school will intervene early to support the child in managing their behaviour. Children whose behaviour consistently causes concern are assessed against the criteria for inclusion on the Special Educational Needs register under the category of social, emotional and mental health needs and provision made within the school to support their needs.

Where it is recognised that a pupil's behaviour is putting him or her at risk of exclusion, measures are put in place. These may include:

- identifying trigger points;
- prior planning to assist the child in these situations;
- a pastoral support plan to co-ordinate action from different agencies;
- working with the Behaviour Intervention Team and the Educational Psychologist to support teachers in managing challenging behaviour;
- working with a Clinical Psychologist, with individuals, families, groups or classes to explore emotions and behaviour and support children to develop strategies to manage their own behaviour;
- considering educating the child for a short time out of class but within school, where appropriate.

Roles and responsibilities

Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour management policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

Only the Headteacher (or the Acting 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 also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Headteacher informs the Governing Body about any fixed term or permanent exclusion. Where a child is excluded for more than five days in a single term, the Headteacher also informs the Local Authority. In the case of a

permanent exclusion, the school will inform the Local Authority and, if applicable, the home Local Authority.

Other staff

It is the responsibility of all members of staff to implement the behaviour management policy and to ensure the health, safety and welfare of children in their care.

When an incident occurs which may lead to exclusion, staff members involved or who witness the incident record what happened, in writing, as soon as possible after the incident. These reports are passed to the Headteacher.

Governing Body

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body will convene a discipline committee, made up of between three and five members, to consider any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, it considers the circumstances in which the pupil was excluded, any representation by the parents and the LA, and whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The Governing Body refers to the latest DfE guidance in this process.

The Governing Body monitors the rate of fixed term and permanent exclusions, and ensures that the school policy is administered fairly and consistently.

The decision to exclude

Before making the decision to exclude a pupil, the Headteacher will:

- have ensured that a thorough investigation has been carried out;
- consider all the evidence available to support the allegations, taking into account the school's policies and, where applicable, the race relation act and the disability discrimination act;
- checked whether the event might have been provoked, for example by bullying or racial harassment;
- keep a written record of the action taken (and copies of records made by other members of staff), including any interviews with the pupils concerned. The statements must be dated and signed whenever possible;
- considered the health and safety of other pupils and members of staff;
- considered internal exclusion;
- if necessary, consult others, excluding anyone who might have a role in reviewing the decision.

If there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, the pupil may be excluded from school for a fixed period or permanently.

Fixed term exclusions

Fixed term exclusions are considered in two cases:

- Where a child demonstrates on-going acts of misbehaviour, such as aggression or violence, seen through an increasing number of Red Time Outs (see Behaviour Management policy);
- Where a child demonstrates extreme violence towards another child, adult, or school property, where lesser sanctions are considered inappropriate.

If the Headteacher excludes a pupil, s/he informs 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 informs the parents in writing how to make any such appeal. The Headteacher formally records the length of the exclusion and ensures that work is sent home.

Individual fixed-term exclusions are for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into school afterwards. Following the 2012 guidance, the school usually sets an exclusion of between 1 and 3 days. When the decision is taken to exclude for a longer period, this is to enable alternative strategies or provision to be put into place to address the behaviour.

Regulations allow Headteachers to exclude a pupil for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year.

Lunchtime exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. The Headteacher should ensure that a parent/carer is available to arrange collection and supervision of the pupil during the lunchtime exclusion. A lunchtime exclusion must be for a fixed period and should not exceed a week. If the pupil excluded from lunchtime is entitled to free school meals, the school will provide a packed lunch. Lunchtime exclusions are counted as half a school day for statistical purposes.

Permanent exclusions

From the 2012 guidance:

Permanent exclusion should only be used as a last resort, 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.

For repeated very serious acts of anti-social behaviour which constitute serious breaches of the school's behaviour policy, when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school, the Headteacher may permanently exclude a child. An example of this would be persistent and defiant bullying. Behaviour of pupils outside school can be considered as grounds for exclusion. Permanent exclusions are only given after the school governors have been notified. Before making the decision to permanently exclude a pupil, the Headteacher will have gone through the process detailed above for fixed term exclusions, as well as considered other options such as a managed move.

There are exceptional circumstances, for example serious actual or threatened violence against another pupil or a member of staff, or carrying an offensive weapon, where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or "one-off" offence.

Record keeping

The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded. This is reported to the LA. A copy of the letter informing parents is attached to the pupil's file.

If a pupil transfers to a new school during the academic year, records of the fixed-term exclusions a pupil has received and served so far during the current academic year are transferred promptly to the new school. This is to ensure that the 45 days is not exceeded.

Exclusions are reported to the Chair of Governors immediately; to the SEN governor as appropriate; and to the governing body on a termly basis.

Returning to school after exclusion

When a pupil returns to school after an exclusion, the Headteacher holds a reintegration interview with parents and the pupil, before the pupil re-enters class. If the Headteacher is absent, this interview is held by the Deputy Headteacher. If this date and time is not convenient for the parent, another arrangement will be made, within two weeks of the child returning to school. In

some circumstances, it may be judged appropriate for another person to be present, such as the Deputy Head/SENCo, or the governor for Looked After Children.

The purpose of this interview is to assist the reintegration of the child and promote the improvement of his or her behaviour. The interview includes:

- An emphasis on the importance of parents working with the school to take joint responsibility for their child's behaviour;
- A discussion over how behaviour problems can be addressed;
- An exploration, where appropriate, of wider issues and any circumstances that may be affecting the child's behaviour;
- What measures can be put in place to prevent further misbehaviour

Date approved by Governing Body: 8.2.17

Review date: February 2020

Signed:

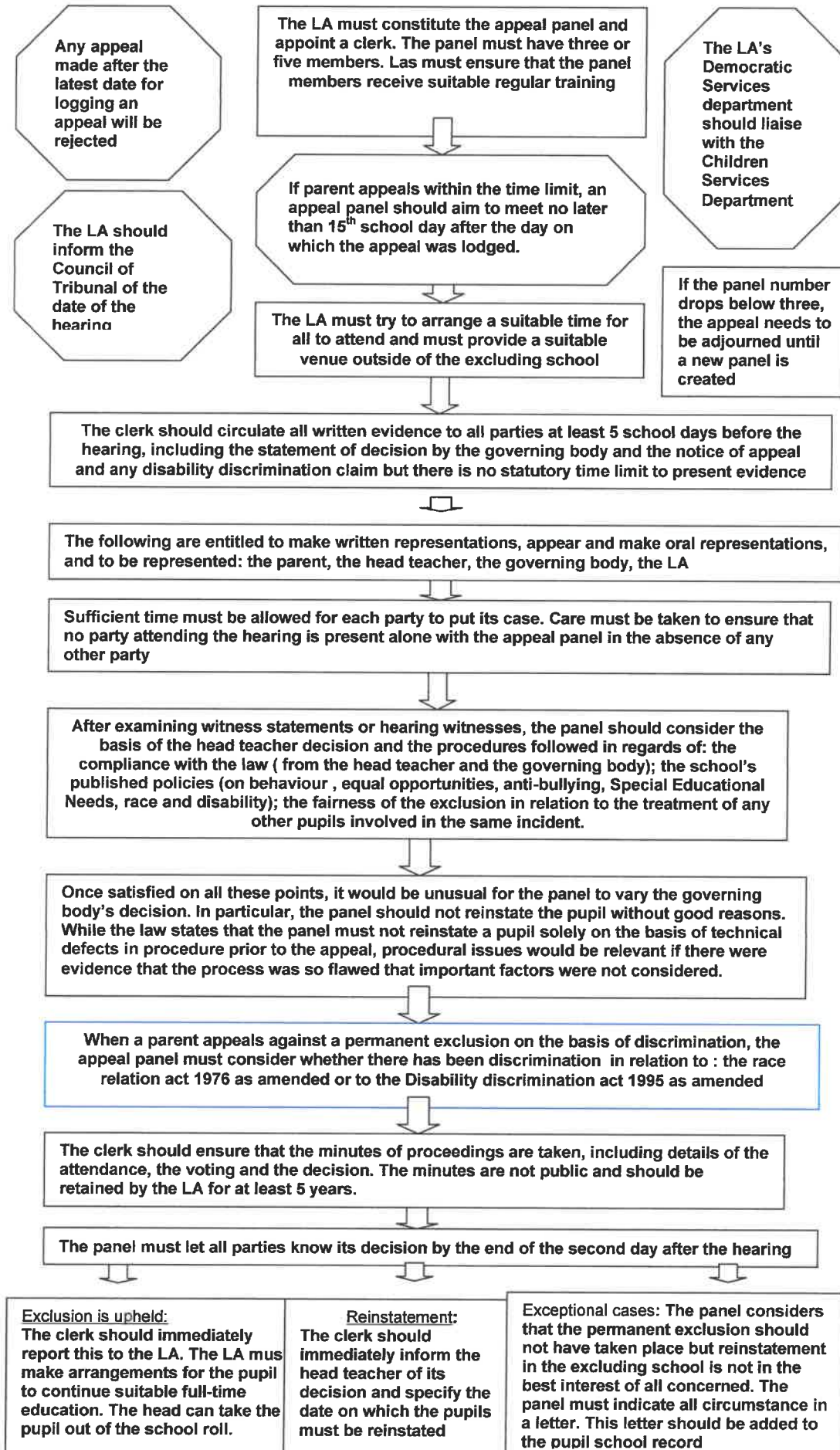


Sean Doherty
Chair of Governors

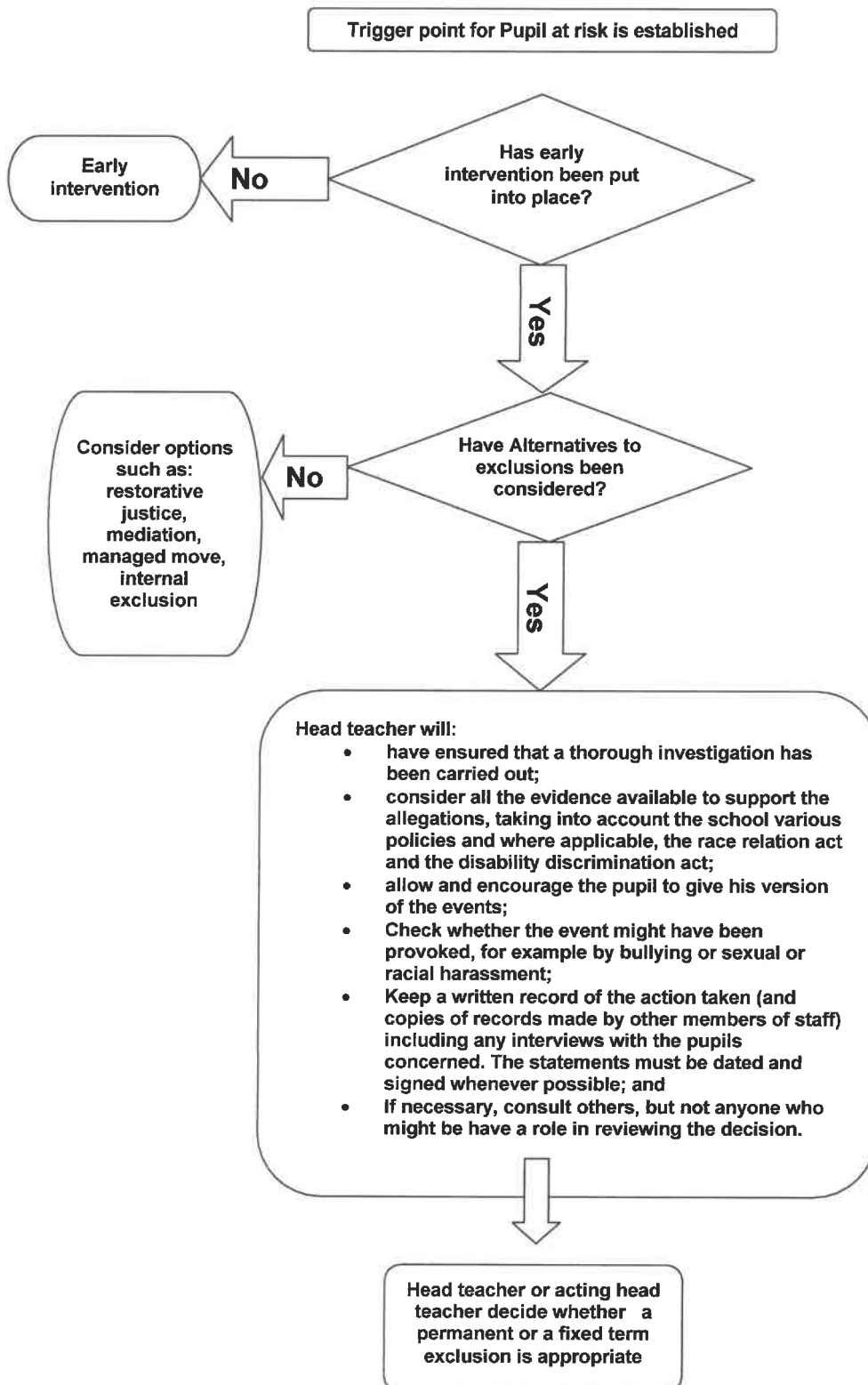


Sue Hussey
Headteacher

Appendix 1 – good practice for appeals



Appendix 2 – good practice before considering exclusion



Appendix 3 – flowchart for considering permanent exclusion

