



# **Fawkham CE Primary School**

## **Policy for Exclusions**

**January 2022**

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## **Exclusions Policy**

**Church of England Vision for Education:**

**Deeply Christian, Serving the Common Good.**

**John Chapter 10 Verse 10 – I came that you may have life; life in all its fullness**

**Our Fawkham Family helps everyone to:-**

- Follow in the footsteps of God, with God’s love, help and guidance,
- Know that we are all special and different and that God has created us in this unique way
- Feel safe, happy and confident in our loving caring Christian family
- Work together through the living out day by day of our Core Christian Values
- Try our best, with the light of Jesus inspiring us to be the best that we can be ensuring that we flourish

**DREAM, BELIEVE, ACHIEVE AT FAWKHAM CEP SCHOOL**

**We value diversity and promote equal opportunities for all.**

**Our school ethos is based on the celebration of the principles of our Vision.**

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.

The Governing Body recognises 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 the above policy as it is the governors’ aim that no-one at Fawkham should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

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.

A decision to exclude a pupil, either 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 rare situations, exclusion may be necessary, if all other strategies have been exhausted.

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.

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

Reasons for exclusion:

- Serious breach of the school's rules or policies;
- Risk of harm to the education or welfare of the pupil or others in the school.

Any exclusion will be at the decision of the Head teacher, or Deputy Head Teacher in the absence of the Head Teacher, in consultation with the Governing Body, as appropriate.

### **Temporary exclusion**

A temporary exclusion should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

### **Persistent or cumulative problems**

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies.

### **Single incident**

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head Teacher will investigate the incident thoroughly 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 Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

If necessary the Head Teacher will consult the Chair of the Governing Body.

### **Permanent exclusion**

A permanent exclusion is a very serious decision and the Head Teacher will consult with the Chair of the Governing Body before enforcing it. As with a temporary exclusion, it will 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 racial harassment.

### **The decision to exclude**

If the Head Teacher decides to exclude a pupil she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil;
- 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;
- discuss the length of the exclusion and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's exclusion, 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.

### **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, for example, by refusing to collect the child, the child's welfare is our priority. In this situation, depending on the reason for exclusion, the school may consider

an internal exclusion until the end of the day. The original exclusion decision will then be implemented from the time the child is collected from school. In more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

### **Behaviour outside school**

Pupils' behaviour outside school on school business e.g. on school trips or at sports fixtures, 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.

### **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 legal duty under the Disability Discrimination Act 2005 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head Teacher should ensure that reasonable steps 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 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.

### **Marking attendance registers following exclusion**

When a pupil is excluded temporarily, he/she should be marked as absent using the relevant exclusion code.

### **Removal from the school for other reasons**

The Head Teacher may send a pupil home, after consultation with that pupil's parents and a health professional if appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff. An example of this type of situation could be because of a diagnosed illness such as a notifiable disease. This is not considered exclusion and should be for the shortest possible time.

### **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 FawKham CEP 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 LA appeal procedure.

This policy should be read in conjunction with the following school policies:-

- Behaviour Management
- Anti-Bullying
- Home/School Agreement

<b>MUST</b>	<b>SHOULD</b>
<p>Notify parents/carers immediately- ideally by telephone</p> <p>Letter within 1 school day specifying:</p> <p>Precise period of fixed period exclusion or effective date of permanent exclusion</p> <p>If permanent, that it is permanent</p> <p>Reasons for the exclusion</p> <p>Parents right to make representations to the governing body</p> <p>Parents right to see and have a copy of child's school record upon written request</p>	<p>Date and time when pupil should return from fixed period exclusion</p> <p>Any relevant previous history</p> <p>Arrangements for continuing education, including the marking and setting of work</p> <p>Latest date by which governing body must meet</p> <p>Person whom the parent should contact if they wish to make representations (usually the clerk to the governors)</p> <p>Name and contact information for Head of Social Inclusion, (LEA Officer)</p> <p>ACE exclusions helpline number 0800 800 0327</p> <p>Information translated as necessary</p>

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

<b>ILLEGAL/NO GROUNDS</b>	<b>REASONABLE GROUNDS</b>	<b>STRONG GROUNDS</b>
<p>Minor incidents, for example:</p> <p><input type="checkbox"/> Poor academic performance</p> <p><input type="checkbox"/> Lateness or truancy</p> <p><input type="checkbox"/> Pregnancy</p>	<p>Breach of the school's behaviour policy (see possible examples)</p> <p><input type="checkbox"/> Serious harm to the education or welfare of the pupil or others</p> <p><input type="checkbox"/> Persistently leaving school premises without authorisation</p> <p><input type="checkbox"/> Bringing adults or other young people onto school premises with malicious intent</p>	<p>Serious breach of the school's behaviour</p> <p><input type="checkbox"/> Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others</p> <p><input type="checkbox"/> Supplying or using an illegal drug on school premises</p> <p><input type="checkbox"/> Carrying, threatening to use and or using an offensive weapon (including fireworks)</p>

ILLEGAL/NO GROUNDS	REASONABLE GROUNDS	STRONG GROUNDS
<input type="checkbox"/> Breaches of school uniform or rules on appearance, for example: <input type="checkbox"/> wearing jewellery or displaying body-piercing	<input type="checkbox"/> Bringing the school into disrepute at a public event	<input type="checkbox"/> Attempted arson on school grounds, destruction or serious damage of school property or buildings
<input type="checkbox"/> Failing to meet the requirements of the Disability Discrimination Act by excluding disabled pupils without due regard to their disability or treating them less favourably than others because of their disability	<input type="checkbox"/> Persistent refusal to co-operate with school staff, verbal aggression towards staff, pupils or other members of the school community	<input type="checkbox"/> Repeated threats and highly offensive and abusive language towards school staff, pupils or other members of the school community
<input type="checkbox"/> Failing to meet the requirements of the Race Relations Act by excluding pupils or discriminating unfavourably on the grounds of race	<input type="checkbox"/> Bullying, racial ,sexual or other harassment of staff, pupils or other members of the school community	<input type="checkbox"/> Repeated bullying, racial, sexual or other harassment of staff ,pupils or other members of the school community

This policy will be reviewed regularly and updates given to Governors, in line with any new information and guidance that becomes available.

Written by: Miss Mandy Bridges (Headteacher)

To be reviewed: January 2023

Signed..... Date.....  
 (Chair of Governors)

Signed.....Date.....  
 (Headteacher)