



EXCLUSION POLICY

ABSTRACT

A standalone document providing information if decided to exclude a pupil in response to a serious breach or persistent breaches of the school's behavior policy.

APPROVED	Chair / Headteacher
POLICY DATE	Autumn 2021
REVIEW	September 2023

Grange Primary School Exclusions Policy

Exclusions

Grange Primary School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. This policy is specifically on exclusion, but it should be read in conjunction with the behaviour policy.

The Head teacher alone is responsible for the decision to exclude a child from school. She may delegate some responsibility (in her absence) to the deputy Head teacher for fixed period exclusions.

When exclusion is used

Exclusion is when a pupil is not allowed in school for a fixed period or permanently. There are four types of exclusion:

- Fixed period exclusion (suspension) – this is when a Head teacher excludes a pupil for a fixed period, ranging from half a school day up to a maximum of 45 school days during the school academic year. The pupil can return to school at the end of the exclusion period or in exceptional circumstances where further evidence has come to light the exclusion may be extended or converted to a permanent exclusion.
- Permanent exclusion (expelled) – this is when the Head teacher decides that the pupil cannot return to the school.
- Lunchtime exclusion¹ - this is when a pupil is excluded from school during the lunchtime period. Lunchtime exclusions are equivalent to half-day exclusions and these may not total more than 90 during the school year.
- Multiple exclusions – this is when the Head teacher can exclude a pupil more than once. This can be for a number of fixed periods and the total number of school days cannot exceed 45 in any school academic year. If the exclusion exceeds 45 school days, this becomes a permanent exclusion. When the number of days a pupil is excluded exceeds 15 days in a school term, the school must arrange for the governing body to review the exclusion.
- Fixed period exclusions are used when other strategies and sanctions (internal exclusion) have not been effective over time or when there has been a single clear and serious breach of discipline. Physical assault of staff or pupils by a pupil, other acts of violence, including severe verbal bullying, fire setting, and frequent high-level disruption to lessons come within this category, as do some cases of theft. In all cases the Head teacher gathers the statements and views and takes advice from staff members who are working with a child.

The Head teacher alone makes the decision to proceed to permanent exclusion in consultation with the Chair of Governors and the local authority (Newham). Wherever possible, the school seeks to avoid permanent exclusions.

Exclusions and Procedures

Playground Exclusions: The Learning Mentor will contact the parents / carers as soon as possible, ideally on the same day. The pupil will be restricted from accessing the playground or a specific activity

¹ The school behavior policy contains information on timeout and lunchtime detention. Neither of these should be confused with formal lunch time exclusions.

for a fixed number of breaks and lunch times depending in the incident, decided by a member of Senior Leadership Team. The provision for these breaks will be also be considered.

Internal Exclusions: A member of the Senior Leadership Team will contact the parents / carers as soon as possible, ideally on the same day. The pupil will spend a fixed amount of time within school, but away from their class. This will also include break and lunch times (sanctions and reflection). This will be recorded in line with the schools exclusion procedure. An initial meeting will take place with the Head teacher and parents / carers before the internal exclusion. The meeting will outline procedures and behavioural expectations and next steps moving forward.

Fixed Term Exclusion: When the decision has been made to proceed with a fixed term exclusion, the school will contact the parents / carers as soon as possible, ideally on the same day. It is expected that parents will collect their children as soon as possible on the day of the issuing of exclusion. If this is not possible, then the child will kept away from their class, and the exclusion will be postponed to commence the next day. A letter will be sent home within 24 hours outlining the reason(s) for the exclusion. The letter will outline the following:

- The precise period and reasons for exclusion
- The parents duties the first 5 days of exclusion
- The parents' right to make a representation to the governing body and how the pupil may be involved in this
- Details of the reintegration interview with the Head teacher upon the child's return to school.

Work will always be provided for the length of the exclusion. It is expected that this is returned to school. Parents are expected to meet with a member of the Leadership Team on the day that the pupil returns to school. Priority for a placement at RIET (Re-Integration into Education Team) is given to pupils on the Code of Practice and those classified as "Looked After".

Only the Head teacher can exclude a pupil from school. If a fixed term exclusion of more than 5 days is deemed the appropriate consequence, then the school will endeavour to obtain a place at Re-Integration into Education Team (RIET) for the pupil to attend during this period. RIET is a Newham provision specialising in supporting pupils who have been excluded or are in danger of being so. Attendance at RIET also provides the opportunity for pupils to explore the events that led to the exclusion and identify different choices which could have been made.

Marking attendance registers following exclusion

When a pupil has been excluded, he/she should be marked absent using Code E. Where alternative provision has been provided, and the pupil is attending, they will be marked using either Code B (educated off site) or Code D (dual registration).

Pupils with Special Education Needs and Disability (SEND).

The school must take into account of any special education needs when considering whether or not to exclude a pupil. Grange has a duty under the Disability Discrimination Act 2005 as amended, not to discriminate against SEND pupils. Any exclusion related to pupils with SEND will be discussed in depth by SLT and outside agencies. Their needs will be taken into consideration and each case will be dealt with on an individual basis.

Challenging an exclusion

Parents have a right to make a representation to the school's governing body, whether it is a fixed period exclusion or a permanent exclusion. Advice would be outlined in the initial exclusion letter.

Parents will be invited, along with their child, to attend a meeting with up to three governors, including the Head teacher, the clerk and a representative from the local authority. They will also be given the option to bring a friend, adviser or legal representative.

During the meeting, the governing body must consider any representations made by the parents, the child, the Head teacher and the local authority representative. They will use the information to decide whether or not the exclusion by the Head teacher was justified.

Following this decision the child will either be excluded or reinstated to the school.

Challenging the governing body's decision

In the case of a fixed period exclusion, the decision of the governing body cannot be challenged. However in the case of a permanent exclusion – you can appeal to an Independent Review Panel (IRP).

The appeal must be made in writing to the Exclusion Officer at Newham Local Authority. It must be made within 15 school days of the school's governing body meeting. The IRP will do one of the following:

- Uphold the exclusion of the child
- Recommend the governing body reconsiders their decision
- Direct the governing body to reconsider the exclusion

Monitoring

The Head teacher, senior leadership team and the Learning Mentor monitor behaviour and the effectiveness of policies relating to behaviour and exclusion on a regular basis. The Head teacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents through the tracking and consequences system. A record is also kept of any incidents that occurs at break or lunchtimes on a behaviour log. Any unacceptable behaviour must ultimately be recorded on concerns forms for monitoring.

A pastoral support plan (PSP) will be considered if a child is at risk of exclusion or further exclusion.

Regular meetings will be held to discuss the child's progress towards behaviour targets recorded in the PSP. Those involved in the meetings will be: Parents, Headteacher, SENCO, Learning Mentor, child and other involved professionals such as specialist teacher, social worker and Parent Partnership Support Worker. The school keeps a record of any pupils who is suspended for a fixed period, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of fixed period exclusions and permanent exclusions, and to ensure that the school's policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.