Denby Free CE VA Primary School

Exclusion Policy

This policy has been reviewed on 13 March 2024 and has been impact accessed in the light of all other school policies and the Equality Act 2010

Review Date	Signed by Chair of Governors	Next Review Date
13/03/2024		March 2025

Mission Statement

At Denby Free we inspire, nurture and educate our children to shine, within a happy, caring, Christian community.

Introduction

Good behaviour is central to all we do at Denby Free Primary School. High standards of behaviour will be expected and promoted throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on our Christian values and our one rule of Respect- for ourselves, each other and environment. The school Behaviour Policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to create an ethos of good behaviour where everyone feels happy, safe and secure and ensure that all are treated fairly and shown respect. It aims to help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.

Denby Free Primary School's Behaviour Policy includes strategies to help improve the behaviour of pupils however in some cases it may be necessary to exclude a pupil. A fixed term exclusion or permanent exclusion may be used:-

- in response to a serious breach of the school's Behaviour Policy;
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School.

The Headteacher holds responsibility for taking the decision to impose a fixed-term or permanent exclusion. However, in the absence of the Headteacher the senior teacher in charge may exclude a pupil for a fixed period.

Types of exclusion

Fixed term exclusion

This is used when persistent inappropriate behaviour continues over time **or** for a one-off serious breach of the school's Behaviour Policy.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

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 Headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

Permanent Exclusion

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly. Before this decision is made every other possible strategy and advise from external agencies will be examined, which includes a managed move to explore while having the safeguarding and welfare of the individual and others as the primary aim, if there is another route for the child other than permanent exclusion. Following permanent exclusion, it is not intended that the pupil will return to the same school.

The Headteacher may decide to permanently exclude a pupil: -

- in response to a serious breach of the school's Behaviour Policy;
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School.

Exclusion Triggers

A serious breach of the school's Behaviour Policy could by itself justify a pupil's exclusion. Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy. In some situations, children with behavioural plans and diagnosis will have this taken into considerations when making the decision. Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This may include an aspect of the following: -

- Verbal abuse, including racism, to staff and other adults in school
- Verbal abuse, including racism, to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse/supply of illegal drugs or other substances
- Theft
- Serious actual or threatened violence against another pupil, member of staff or other adult working in school
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson

- Cyber-bullying
- Offensive/negative or abusive comments posted on social media or other internet sites

This is not an exhaustive list. There may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Other triggers may build over a period of time and would have been previously addressed by other school policies, strategies and interventions: -

- Sustained bullying (see Anti-Bullying Policy);
- Frequent high-level disruption to lessons;
- Frequent high levels of non-compliance;
- Frequent high levels of disrespect to adults who work in school.

Again, this is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Each individual situation will be investigated according to need. The Headteacher will gather evidence and may seek the opinions and advice of colleagues and relevant professionals.

Managing Persistent Problems

We always acknowledge that it is the behaviour that is the problem and **not** the child. The behaviour of children giving cause for concern will be assessed.

- Triggers or antecedents established
- Individual programmes are planned to help modify inappropriate behaviour
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Within school there are many support systems in place to encourage positive behaviours and to address the needs of anyone who has issues which could be contributing to the choices they are making. These support systems include:

- Individual behaviour plans; when completed, these can be accessed by any member of staff in contact with a child so they can understand and employ effective strategies to help the child be successful
- Dedicated 1:1 support in place where needed
- Support through a pen portrait
- Positive Play programme
- Nurture groups

- Planned sessions for particular individuals with a specific focus i.e. social stories, emotional literacy
- 1:1 support with a member of the SLT - this would usually take the form of a Behaviour Book shared with parents on a daily basis
- Church partners
- Outside agencies – e.g. Behaviour Support, CAMHS, Educational Psychologist, Education Welfare Officer
- Collective Worship
- PHSE

Individual Behaviour Support Plans

Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices. They will: -

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;
- Emphasize teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc;
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour.

Classrooms

Teaching and learning is only effective if it is able to take place in undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled. The aim of our Behaviour Policy is: -

- to help pupils recognise appropriate behaviours
- to reward positive behaviour
- to help support behaviour modification if pupils persist in making 'poor choices with their behaviour.

To support good behaviour, we have one school rule that we link everything to and is shared with the children. Our school rule is **Respect** which is regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole school.

The school runs a whole-school team token system which rewards children who work hard to achieve the school vision.

Exclusion Procedures

The Department for Education (DfE) has produced detailed statutory guidance regarding exclusion and exclusion procedures. The Governing Body of Denby Free Primary School adhere to this guidance – a copy of which can be found on the school website or by clicking this link - *Exclusion from maintained schools, academies and pupil referral units in England.*

Pupils' Behaviour Outside the School Gates

In line with the school's Behaviour Policy, the behaviour of pupils outside school can be considered as grounds for exclusion.

What the law allows:

School staff have the power to discipline pupils (including the use of exclusion as a sanction) for misbehaving outside of the school premises "to such an extent as is reasonable".

As stated in the school's Behaviour Policy, schools may discipline pupils for misbehaviour when the pupil is: -

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

As stated in the school's Behaviour Policy, whether or not the conditions above apply, schools may discipline pupils for misbehaviour at any time, that: -

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil, member of staff or member of the public;
- may be offensive to other members of the school community;
- breaches the integrity of the ethos of the school or could adversely affect the reputation of the school.

Links to Other Policies

- Behaviour
- Combined Equalities
- SEN/D
- Safeguarding

Relevant Legislation

- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Other Sources of Information

Exclusion from Maintained Schools, Academies and Pupil Referral Units (PRUs) in England, *Department for Education*, 2012

This exclusion policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.