



St. Peter's

Church of England Primary School

# Exclusion Policy

This Policy was adopted	March 2022
This policy is scheduled for review	March 2024



## **Vision**

### **LOVE, LEARN, SHINE.**

*SHINE in the light and love of God.*

#### **LOVE**

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

#### **LEARN**

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

#### **SHINE**

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

*'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.*

*Luke 8 V16.*

Our vision translates directly into this policy by;

The approaches, principles and procedures for managing behaviour including the exclusion of children directly support the vision of all children in being happy and safe in school.

We believe that everyone is equal and has the right to be treated with dignity and respect. Our vision is for school to be a place where everyone should be able to thrive in a safe, loving and hospitable community. If behaviours repeatedly prevent or seriously undermine efforts to achieve this then consideration of exclusion will be given.

### **Legislative Background**

In addition to this policy which is based on the [NYCC Model School Exclusion Policy](#) Headteachers, governing bodies, local authorities and independent appeal panels should have regard to DfE Statutory Guidance: *Exclusion from maintained schools, Academies and child referral units in England: [Statutory guidance for those with legal responsibilities in relation to exclusion – September 2017.](#)*

### **Related School Policies**

- Behaviour policy
- Equalities policy
- Anti-bullying policy

## Exclusion

A child will be excluded or suspended from school only as a last resort and as a result of serious and/or persistent breaches of the school behaviour policy and /or where allowing them to remain in school would be of serious detriment to the education or welfare of the child or others in school.

Other options should be investigated before resorting to an exclusion or suspension. The NYCC [Ladder of Intervention](#) provides structured, step-by-step guidance for schools to support individual children who have social and emotional needs manifesting in challenging behaviour that could lead to an exclusion. The [guidance](#) details a graduated response to ensure early help is in place to support children and young people with social, emotional and mental health needs, including those that are at risk of exclusion.

Before taking the decision to exclude, the Headteacher should consider the following:

- **What whole-school approaches and provision are in place to support this child?**  
e.g. whole school behaviour policy and inclusive practice to support behaviour for learning, quality first teaching, etc. *Are school policies inclusive or do they discriminate against particular children with specific needs?*
- **What measures or strategies has the school put in place to support this specific child?**  
e.g. behaviour plan, specific learning support, mental health and wellbeing advice, etc. *Have support and intervention been put in place and has enough time been allowed for the intervention or support to take effect?*
- **If there have been multiple, repeat exclusions for similar reasons (e.g. abusive behaviour etc.) what has been put in place to successfully address the causes?** *Where the school is repeatedly excluding for the same reason, this could indicate unmet needs.*
- **What support has been sought from outside agencies, including the Local Authority?**  
*Through its universal and targeted provision, the LA provides access to a range of services. Has school accessed any of the following?*
  - SEND guidance (for child with Special Educational Needs or a Disability)
  - Ladder of Intervention
  - SEND Assessment (leading to an Education Health and Care Plan)
  - Local Behaviour Collaborative or the Child Referral Service (PRS)
  - Referral to the Locality Hubs to support additional educational and/or social, emotional and mental health needs
  - Advice and support from an Educational Psychologist, the Early Help Service, Child and Adolescent Mental Health Service (CAMHS), Youth Justice Service or Children's Social Care
  - An Early Help (EH) Assessment and Action Plan

Risk of suspension/exclusion or Through the suspension/exclusion process	Just before/at point of suspension/exclusion
<p>For advice and support around pupils at risk of suspension/exclusion please contact your Locality Hub Social, Emotional and Mental Health Specialist</p> <p>The following SEMH Specialists are also available to advise you through the suspension/exclusion procedures, as well as preparing LA Statements of Case and attending Governor Discipline Committee Meetings and Independent Review Meetings as appropriate.</p>	<p>For all queries and clarification related to the suspension/exclusion process, please contact Angela Calvert and her team. This is especially important if you are at the point of deciding whether or not to make a permanent exclusion.</p> <p><b><u>We would also ask that you ALWAYS make contact with the LA prior to suspending/excluding a Looked After Child or a pupil with a Education Health &amp; Care Plan</u></b></p>

## Types of Exclusion

1. **Internal Exclusion (IE)** will be for a fixed period of time and the shortest time necessary. This will involve the child remaining in school but being placed in a different class to their allocated class and work provided. It may also, and is likely to, mean they are excluded from the playground for the period and remain inside during playtime and lunchtime. Children at risk of exclusion will have pre-prepared learning materials available in order to continue their learning while excluded from their class.
2. **Suspension** will be for a fixed number of school days. An individual suspension should be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the child to reintegrate back into the school afterwards. They must not exceed 45 school days in an academic year either as a single exclusion or a number of shorter exclusions added together.

If a child receives more than 15 days of suspension in a term, governors must meet to review the suspensions. A school can suspend a child for lunchtimes but the school should make efforts to resolve any difficulties before using this strategy. In exceptional cases, a further suspension or a permanent exclusion can be issued to follow the initial suspension. If this happens, the headteacher must write to the parent/carer to give reasons for the change.

3. **Permanent Exclusions (PEX)** are issued when the headteacher believes a child should never return to the school because they have seriously or persistently breached the school's behaviour policy and that allowing them to remain in school would seriously harm their education or welfare (or that of others in the school).

This type of exclusion must be reviewed at a meeting by a panel of governors. The child and parent/carer will have the opportunity to put their case forward at the meeting and can be represented by someone who can speak on their behalf. They can be supported by a friend, if they wish.

If governors agree with the Headteacher's decision to permanently exclude the child, child and parent/carer have a legal right to a further opportunity to challenge this decision via an Independent Review.

## At Risk of Exclusion

Our routine and systematic monitoring of behaviour incidents through our electronic system (Class Charts) allows easy and early identification of children at risk of exclusion. A child is likely to be identified as at risk of exclusion for the following reasons;

- Repeated incidents of negative and or disruptive behaviour with no improvement following support and intervention
- A one off or series of serious incidents meeting one or more of the 'grounds for exclusion' (see page 5).

If a child has been identified as being at risk of exclusion parents will be notified of this in writing and will be involved in the planning of strategies to reduce this risk. As part of this process it is likely that the school would seek the advice and support of the specialist SEMH or Communication and Interaction Hub. Children at risk of exclusion will have pre-prepared packs of learning materials available for use in the event of internal or suspension.

## Grounds for Exclusion

SUSPENSION/EXCLUSION REASON CODES

CODE	REASON	
PP	Physical assault against pupil including <ul style="list-style-type: none"> <li>Fighting</li> <li>Violent behaviour</li> </ul>	SM <ul style="list-style-type: none"> <li>Sexual misconduct including <ul style="list-style-type: none"> <li>Sexual abuse</li> <li>Sexual assault</li> <li>Sexual harassment</li> </ul> </li> <li>Lewd behaviour</li> <li>Sexual bullying</li> <li>Sexual graffiti</li> </ul>
PA	Physical assault against an adult including <ul style="list-style-type: none"> <li>Violent behaviour</li> <li>Wounding</li> <li>Obstruction and jostling</li> </ul>	DA <ul style="list-style-type: none"> <li>Drug and alcohol related including <ul style="list-style-type: none"> <li>Possession of illegal drugs</li> <li>Inappropriate use of prescribed drugs</li> <li>Drug dealing</li> </ul> </li> <li>Smoking</li> <li>Alcoholic abuse</li> <li>Substance abuse</li> </ul>
VP	Verbal abuse/threatening behaviour against a pupil including <ul style="list-style-type: none"> <li>Threatening violence</li> <li>Aggressive behaviour</li> <li>Swearing</li> <li>Homophobic abuse and harassment</li> <li>Verbal intimidation</li> </ul>	DM <ul style="list-style-type: none"> <li>Damage including <ul style="list-style-type: none"> <li>To school or personal property belonging to any member of school community</li> <li>Vandalism</li> <li>Arson</li> <li>Graffiti</li> </ul> </li> </ul>
VA	Verbal abuse/threatening behaviour against an adult including <ul style="list-style-type: none"> <li>Threatening violence</li> <li>Aggressive behaviour</li> <li>Swearing</li> <li>Homophobic abuse and harassment</li> <li>Verbal intimidation</li> </ul>	TH <ul style="list-style-type: none"> <li>Theft including <ul style="list-style-type: none"> <li>Stealing school property</li> <li>Stealing personal property (pupil or adult)</li> <li>Stealing from local shops on a school outing</li> <li>Selling and dealing in stolen property</li> </ul> </li> </ul>
BU	Bullying including <ul style="list-style-type: none"> <li>Verbal</li> <li>Physical</li> </ul>	DB <ul style="list-style-type: none"> <li>Persistent disruptive behaviour including <ul style="list-style-type: none"> <li>Challenging behaviour</li> <li>Disobedience</li> <li>Persistent violation of school rules</li> </ul> </li> </ul>
RA	Racist abuse including <ul style="list-style-type: none"> <li>Racist taunting and harassment</li> <li>Derogatory racist statements</li> <li>Swearing that can be attributed to racist characteristics</li> <li>Racist bullying</li> <li>Racist graffiti</li> </ul>	LG <ul style="list-style-type: none"> <li>Abuse against sexual orientation and gender identity</li> </ul>
		DS <ul style="list-style-type: none"> <li>Abuse relating to disability</li> </ul>
		MT <ul style="list-style-type: none"> <li>Inappropriate use of social media or online technology</li> </ul>
OW	Use or threat of use of an offensive weapon or prohibited item	PH <ul style="list-style-type: none"> <li>Wilful and repeated transgression of protective measures in place to protect public health</li> </ul>

Official - Sensitive

In line with paragraph 16 of the statutory guidance, before excluding a child permanently, the Headteacher must be convinced that there is sufficient evidence that the child has committed a disciplinary offence and/or that allowing the child to remain in school would seriously harm the education or welfare of that child or others in the school.

## Exclusion Protocol

### Investigation

Before deciding whether to exclude a child the Headteacher should

- make sure that a thorough investigation has been carried out, consulting others if necessary;
- give the child a chance to say what happened;
- think carefully about the evidence available;
- ensure that the exclusion is for the shortest time necessary;
- take into account the school's Behaviour and Equality Policies and, if appropriate, the Race Relations Act and Disability Discrimination Act;
- check whether bullying or racial or sexual harassment (or any other coercion) led to their actions

### Decision

The decision to exclude (either for a fixed-term or permanently) can only be taken by the Headteacher. Upon coming to the decision to exclude, the school must inform the parent/carer by telephone as soon as possible and follow this with a formal letter. To ensure statutory returns can be made to the DfE and so that alternative education can be put in place (in the event of a permanent exclusion), the school should also inform the Local Authority.

**Local Authority Support**

To ensure schools comply with statutory guidance issued by the DfE, the Local Authority recommends use of forms, templates and model letters developed by the NYCC Inclusive Education Service. These forms and the most up-to-date information and guidance on exclusions can be accessed via: <https://cyps.northyorks.gov.uk/exclusions>