



# Austrey and Newton Regis CE Primary Schools Exclusion Policy

**Becoming the person God made me to be: living,  
learning, loving.**

*"I praise you because I am fearfully and  
wonderfully made" Psalm 139:14*



Agreed by LAB: September 2021

Review: September 2022

Linked Policies

- ❖ Behaviour
- ❖ Anti-bullying

## Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

Created to be like God, we are all individual, different, and precious. As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their lives and **learning**. **Living** like Jesus, we think and act with **generous** and **forgiving** hearts in the strategic and day to day life of the schools, so that everyone can flourish. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Newton Regis and Austrey Church of England Primary Schools.

All children have the right to learn without disruption or interference from others. Poor behaviour erodes our efforts to achieve these values. It acts as a barrier to learning and undermines the sense of safety and good order within the school which affects all children.

### **Rationale**

This policy complements the Behaviour Policy, and deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction. Introduction  
The decision to exclude a pupil will be taken in the following circumstances:-

- (a) In response to a serious breach of the School's Behaviour Policy;
- (b) If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School. Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher who is acting in that role).

Exclusion, whether 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:

- ❖ Verbal abuse to Staff and others
- ❖ Verbal abuse to pupils
- ❖ Physical abuse to/attack on Staff
- ❖ Physical abuse to/attack on pupils
- ❖ Indecent behaviour ☞ Damage to property
- ❖ Misuse of illegal drugs ☞ Misuse of other substances
- ❖ Theft
- ❖ Serious actual or threatened violence against another pupil or a member of staff
- ❖ Sexual abuse or assault
- ❖ Supplying an illegal drug
- ❖ Carrying an offensive weapon
- ❖ Arson

- ❖ 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 is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

### **Exclusion Procedure**

Most exclusions are of a **fixed term** nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends.

Parents have a right to make representations to the Governing Body as directed in the letter.

A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve the Headteacher and other staff where appropriate.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on School premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence.

These might include:

- ❖ Serious actual or threatened violence against another pupil or a member of staff.
- ❖ Sexual abuse or assault.
- ❖ Supplying an illegal drug.
- ❖ Carrying an offensive weapon \*
- ❖ Arson.

\* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

The School will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the School.

### **General factors the School considers before deciding to exclude**

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- ❖ Liaise with the CEO of BDMAT
- ❖ Ensure appropriate investigations have been carried out.
- ❖ Consider all the evidence available to support the allegations considering the Pupil Behaviour Policy
- ❖ Allow the pupil to give her/his version of events.
- ❖ Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he or she is alleged to have done, exclusion will be the outcome.

### **Exercise of Discretion**

In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate. In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy
- b) the effect that the pupil remaining in the School would have on the education and welfare of other pupils and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of LAB when it meets to consider the Headteacher's decision to exclude. The LAB will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the pupil's School record, witness statements and the strategies used by the School to support the pupil prior to exclusion.

### **Alternatives to Exclusion**

The School works closely with the Local Authority and other primary schools to undertake managed moves where such a course of action would be of benefit both to the pupil and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

### **Lunchtime Exclusion**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the School premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

### **Behaviour Outside School**

Pupils' behaviour outside School on school "business" for example school trips and journeys, and away school sports fixtures, is subject to the School's Behaviour Policy. Bad behaviour in these

circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. If pupils' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Headteacher may decide to exclude.

This policy will be reviewed in the Autumn Term of each academic year