



Hagley Primary School

Exclusions Policy

Date: June 2019

Date of review: June 2020

Responsible member of staff:

Signature:

(Chair of governors)

Signature:

(Head Teacher)

Exclusions policy

Teachers are only able to teach effectively and pupils learn effectively in orderly classes with good behaviour. Only pupils who attend regularly and concentrate on their learning will be able to achieve to the best of their ability.

This policy forms part of Hagley Primary School's whole school behaviour policy. It outlines three types of exclusion, how and when they could be used as sanctions and the school's procedures to support reintegration. All exclusion decisions will be made on a case-by-case basis looking at the probability of likelihood and at the discretion of the Head Teacher.

Lunchtime Exclusions:

- Internal exclusions
- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of lunchtime for a defined length of time.

Fixed Term Exclusions:

- If the school's Behaviour Policy is seriously breached, a decision can be made to exclude a pupil for a period for a fixed period of time. This includes "one off incidents". This decision will be made by the Head Teacher.
- Examples of behaviour that may warrant fixed term exclusion are outlined in the table below, this is not an exhaustive list.
- Will always be reasonable and proportionate.

1 - 5 days	Bullying Physical abuse to staff/pupils/others (not exclusive, but to include; biting, hitting, kicking, punching, spitting) Continued disruptions in lessons Defiance Theft Vandalism Extortion Threatening behaviour Carrying a weapon Verbal abuse to staff/pupils/others Racial abuse to staff/pupils/others
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- Fixed term exclusions can lead to sending a child to another class or phase leader.

Permanent Exclusion:

- A decision can be made by the Head Teacher to permanently exclude a pupil if the school's Behaviour Policy is seriously breached **and** allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in school e.g. any case of sexual assault, supplying drugs or serious actual or threatened violence to another.
- In these circumstances the Head Teacher can also permanently exclude a pupil following a single incident.
- The decision to permanently exclude will be taken when all facts and evidence are clear, and may follow a fixed 5 day term exclusion while investigations are pending.
- Police will be contacted when necessary.

Education during exclusion

An age appropriate work pack will be provided for the child to complete at home from the first day of exclusion. If exclusion is for six days or more, the school has a duty to arrange full-time education provision from the sixth day.

Reintegration procedures

Following any exclusion, a member of the SLT will lead a reintegration meeting with the pupil and parents. A reduced timetable will be put in place if needed and a discussion regards outside agencies to support the child's behaviour in school. Support will be on-going to improve behaviour and weekly reviews with parents will take place.

- The Head Teacher is responsible for agreeing any exclusion, informing the Local Authority and ensuring parents are informed of; the reason for exclusion, their rights to make representation to governors and the dates on which the parent must ensure their child is not present in a public place during school hours.
- The Head Teacher or Deputy Head Teacher leads liaison with and support for parents.
- Reintegration meetings are led by a member of the SLT.
- Governors review the case of any pupil with a total of 15 days exclusion in one term.

Challenging behaviour when children have additional needs

- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH difficulties, SEND support will be put in place where possible from the school's notional SEND budget.
- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:
 - Stage 1: Universal support – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
 - Stage 2: Selected support – the support and interventions delivered using the school's resources, led by the SENDCO.
 - Stage 3: Targeted support – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.
- Where SEND is not identified, but the Head Teacher determines that support is still required for the pupil, a Pastoral Support Plan may be created to outline the necessary provisions in place.
- The Head Teacher has the legal right to enforce a fixed-term exclusion.
- The local pupil referral service may be contacted to offer support to the pupil and their family.
- When the pupil returns to the school, the Head Teacher and parents will carry out a reintegration meeting.
- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head Teacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

The school will ensure that all punishments are reasonable and proportionate in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.