

Exclusion Policy

**Introduction**

Pinders Primary School are committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. Pinders Primary School and local governing bodies recognise that it is unlawful to take into account anyone’s gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way.

We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never “give up” easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this. A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort. The physical and emotional health of our children and staff is our primary concern, and we therefore accept that in some rare situations, exclusion may be necessary, if all other strategies have been exhausted.

**Related Policies**

Pinders Primary School are responsible for communicating to pupils, parents/carers and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

• Behaviour Policy;

• Anti-Bullying Policy;

• Physical Intervention Policy.

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single

incident, a thorough investigation.

**What is an exclusion?**

 An exclusion is a disciplinary measure that the Head Teacher can use to deal with unacceptable behaviour. There are three types of exclusion

**Reasons for exclusion**

|  |  |  |
| --- | --- | --- |
| **CODE** | **Suspension / Exclusion reason –** use up to 3, with equal weighting, but use all codes that cover the incident | **Possible examples** |
| PP | Physical assault against a pupil | * Fighting
* obstruction and jostling
* violent behaviour
* wounding
 |
| PA | Physical assault against an adult | * obstruction and jostling
* violent behaviour
* wounding
 |
| VP | Verbal abuse/threatening behaviour against a pupil | * aggressive behaviour
* swearing
* threatened violence
* verbal intimidation
 |
| VA | Verbal abuse/threatening behaviour against an adult | * aggressive behaviour
* swearing
* threatened violence
* verbal intimidation
 |
| OW | Use or threat of use of an offensive weapon or prohibited item | * carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns
* carrying any article that has been or is likely to be used to commit an offence
* cause personal injury or damage to property
* use of an offensive weapon
 |
| BU | Bullying | * verbal, physical, cyber bullying or threatening behaviour online
* racist bullying
* sexual bullying
* homophobic, biphobic and transphobic bullying
* bullying related to disability
 |
| RA | Racist abuse | * derogatory racist statements
* racist bullying
* racist graffiti
* racist taunting and harassment
* swearing that can be attributed to racist characteristics
 |
| LG | Abuse against sexual orientation and gender identity (for example, LGBT+) | * derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender)
* homophobic, biphobic and transphobic bullying
* LGBT+ graffiti
* LGBT+ taunting and harassment
* swearing that can be attributed to LGBT+ characteristics
 |
| DS | Abuse relating to disability | * derogatory statements or swearing about a disability
* bullying related to disability
* disability related graffiti
* disability related taunting and harassment
 |
| SM | Sexual misconduct | * lewd behaviour
* sexual abuse
* sexual assault
* sexual bullying
* sexual graffiti
* sexual harassment
 |
| DA | Drug and alcohol related | * alcohol abuse
* drug dealing
* inappropriate use of prescribed drugs
* possession of illegal drugs
* smoking
* substance abuse
 |
| DM | Damage to property | * damage includes damage to school or personal property belonging to any member of the school community
* arson
* graffiti
* vandalism
 |
| TH | Theft | * selling and dealing in stolen property
* stealing from local shops on a school outing
* stealing personal property (from an adult or pupil)
* stealing school property
 |
| DB | Persistent or general disruptive behaviour | * challenging behaviour
* disobedience
* persistent violation of school rules
* raising of fire alarms falsely
 |
| MT | Inappropriate use of social media or online technology | * sharing of inappropriate images (of adult or pupil)
* cyber bullying or threatening behaviour online
* organising or facilitating criminal behaviour using social media
 |
| PH | Wilful and repeated transgression of protective measures in place to protect public health |

Any exclusion will be at the decision of the Headteacher.

**Types of Exclusion**

**Temporary Fixed-Term Exclusion**

A temporary exclusion should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is

usually enough to secure benefits without adverse educational consequences.

**Persistent or cumulative problems**

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be

imposed only when the Headteacher and school had already offered and implemented a range of support and management strategies. These strategies are outlined in the Behaviour Policy.

**Single ‘one-off’ Incident**

Temporary fixed-term exclusion may be used in response to a serious breach of school rules and policies

or a disciplinary offence. In such cases the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the policies. The pupil will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment. If necessary the Headteacher will consult the Chair of Governors and other Senior Leaders.

If 15 days of exclusions are accumulated within an academic year a meeting is called with governors to review the exclusion.

**Permanent Exclusion**

A permanent exclusion is a very serious decision and the Headteacher will consult with the Deputy

Headteacher and Chair of the local Governing Body before enforcing it. As with a temporary fixed-term exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

• Serious actual or threatened violence against another pupil or a member of staff;

• Failure to follow school rules - defiance

• Possession or use of an illegal drug on school premises;

• Persistent bullying;

• Persistent racial harassment;

**The decision to exclude**

If the Headteacher decides to exclude a pupil he/she will:

• Ensure that there is sufficient recorded evidence to support the decision;

• Explain the decision to the pupil;

• Contact the parents/carers, explain the decision and ask that the child be collected;

• Send a letter to the parents/carers confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;

• The length of the exclusion and any terms or conditions agreed for the pupil’s return;

• In cases of more than a day’s exclusion, ensure that appropriate work is set and that

arrangements are in place for it to be marked;

• Plan how to address the pupil’s needs and integration back into their class on his/her return;

• Plan a reintegration meeting with parents/carers and pupil on his/her return.

**Pupils with SEN / EHCP**

**In the absence of the Headteacher**

• If the Headteacher is absent from school then wherever possible they should still be contacted in the event of a child committing an excludable offence. If the Headteacher can be reached then they should make the decision to exclude verbally.

• When the Headteacher is absent and unreachable, the Deputy Headteacher is acting as Headteacher and as such has the designated power to exclude in this situation.

**Safeguarding**

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where

parents/carers will not comply by, for example, refusing to collect the child, the child’s welfare is the

priority. In this situation, depending on the reason for exclusion, the academy may consider an internal

exclusion until the end of the day, implementing the original exclusion decision from the time the child is

collected from the academy. In more severe circumstances the academy may contact Social Services

and/or the Police to safely take the pupil off site.

**Behaviour Outside the School**

Pupils’ behaviour outside the school on school business e.g. on trips, at sports fixtures, is subject to

the school’s behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it

had taken place within the school.

**Pupils with Special Educational Needs and Disabled Pupils**

The school must take account of any special educational needs when considering whether or not to

exclude a pupil. We have a legal duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from the academy for behaviour related to their disability. The Headteacher should ensure that reasonable steps have been taken by the academy to respond to a pupil’s disability so the pupil is not treated less favourably for reasons related to the disability.

**Marking Attendance Registers following Exclusion**

When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

**Managed Move**

In cases where the Headteacher and parents/carers agree that the progress of the pupil has been

unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated a member of staff unreasonably the Headteacher may require the parents/carers to remove the pupil at the end of a term. This is not exclusion and, in such cases, the Headteacher may assist the parents/carers in placing the pupil in another school/academy.

**Removal from the Schoolfor Other Reasons**

The Headteacher may send a pupil home, after consultation with that pupil’s parents/carer and a health

professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of

other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an

exclusion and should be for the shortest possible time.

**Procedure for Appeal**

If parents/carers wish to appeal the decision to exclude, the matter will be referred to the Governing Body

will be handled through Pinders Primary School appeal procedure.

Appendix 1 – Exclusion Codes

DfE Changes to Reasons for Exclusion Academic Year 2020/2021

The DfE expects schools from the beginning of academic year 2020/21 to **cease** the use of “***Other”*** as a

reason for an exclusion. Sept 2020 also sees the introduction of 5 new exclusion reasons. The expansion of

exclusion reasons aims to give schools more scope for accurately coding the reasons for exclusion as

outlined below. From September 2020 the DfE gives schools the opportunity to utilise up to three reasons

for any exclusion. Schools will be able to record a main reason and, if required, a second and third.

|  |  |
| --- | --- |
| New Exclusion Codes | New Pupil Exclusion Reason |
| OW | Use or threat of use of an offensive weapon or prohibited item |
| LG | Abuse against sexual orientation and gender identity |
| DS | Abuse relating to disability |
| MT | Inappropriate use of social media or online technology |
| PH | Wilful and repeated transgression of protective measures in place to protect public health |