



Exclusion Policy Local to St. Felix RC Primary School

**Part of the Our Lady of Walsingham Catholic Multi
Academy Trust**

Prepared by	<i>Andi Dodds – Headteacher</i>
Approved by the Committee/Governing body	<i>St. Felix Local Governing Body</i>
Signature of Chair of Governors	<i>Michael Bradshaw</i>
Date approved	<i>October 2021</i>
Review date	<i>October 2022</i>

Exclusion Policy

This policy should be read in conjunction with the **Behaviour and Anti-Bullying Policy**, which outlines:

Behaviour and Anti-Bullying Policy Extracts:

Aims and objectives

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 believe that the most effective way of achieving our aims is to promote and praise positive behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others.

- Our Behaviour Policy is underpinned by our school mission statement and curriculum drivers – possibility, responsibility and community.
- Our Behaviour Policy uses a Restorative Approach to promote effective means by which all members of the school can live and work together in a supportive way. The aim of employing restorative approaches is to empower adults and children with skills, knowledge and strategies in order to successfully and proactively address conflict and behavioural problems.
- The school creates an atmosphere of respect, acceptance and forgiveness towards all members of the school community regardless of age, disability, ethnicity, gender, gender identity, and religious belief, and sexual orientation, marital or maternity status. We are proud of the diversity of our school's harmonious community.

Unacceptable Behaviour

Whilst we aim to always reward positive behaviour, it is equally important that we respond to any unacceptable behaviour in an agreed and consistent way. The vast majority of pupils support our school expectations by making positive choices and behaving appropriately at all times.

The following are behaviours which we view as unacceptable and not in line with our Code of Conduct:

Behaviour disruptive to learning;
Physical violence or threat of physical violence;
Discrimination of any kind;
Deliberate disobedience, including theft and lying;
Threatening or aggressive behaviour, including bullying;
Disregard for the school environment & property;
Deliberate rudeness;
Swearing;
Deliberately leaving the school premises without permission.

Pupils are encouraged to reflect on their behaviour by completing a reflection with the class teacher after the lesson in line with our restorative approach (Appendix 4). Where patterns of unacceptable behaviour have been identified, the class teacher will liaise with their Key Stage Leader to consider the need for a differentiated approach. All occurrences of unacceptable behaviour will be recorded on a behaviour form (appendix 5) and shared with Head of School.

Exclusion

On very rare occasions it may be necessary to exclude a pupil on a temporary or permanent decision. A decision to do this is not taken lightly, and is certainly not imposed without due consultation with all those involved with the pupil, and not without trying every possible alternative first. It is acknowledged that most pupils and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment.

This **Exclusion Policy** is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in *The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012*. It outlines only where the school offers its own additional guidance, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

Principles

- 1) The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.
- 2) Exclusion or Suspension is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. The **Unacceptable Behaviour** section of the **Behaviour and Anti-Bullying Policy** outlines examples of when a student may be at risk of exclusion from school.
- 2) A Suspension from the school can only be authorised by the Headteacher or members of SLT acting on her behalf. If none are available to authorise the exclusion, a decision should be deferred until the opportunity for authorisation is available.
- 3) In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Head of the school.
- 5) The school regularly monitors the number of Suspensions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion

- 1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
- 2) In the case of a permanent exclusion, parents will be notified by the Headteacher in a face-to-face meeting.
- 3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- 4) The school will provide work for the pupil to complete at home during their period of suspension.
- 5) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. Behaviour Specialists, Family Support Practitioner, Social Worker etc. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Students Returning from a Fixed Term Exclusion

- 1) All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of ongoing issues or for a 'one-off', serious incident.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Head's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Relationship to other school policies

The Exclusion Policy should be read in tandem with the school's **Behaviour and Anti-Bullying Policy** as well as other relevant school policies, particularly the **Special Educational Needs and Disabilities Policy** and the **Equality Policy**.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the Full Governing Body.
- 2) The Headteacher will provide the Governing Body with data within the Head's report for each termly Full Governing Body meeting.
- 3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

Further Information and Supporting Links

- *The School Discipline* (Pupil Exclusions and Reviews) (England) Regulations 2012:
<http://www.legislation.gov.uk/uksi/2012/1033/made>
- Dept of Education
<https://www.gov.uk/government/publications/school-exclusion>
- Suffolk County Council advice:
<https://www.suffolk.gov.uk/children-families-and-learning/schools/pupil-attendance-and-welfare/exclusions-from-school/>
- St. Felix RC Primary School's current policies:
<http://www.stfelixhaverhill.com/all-about-us/policies/>

Policy Name: Exclusion

Policy Date: October 2021

EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N	
	• Disability	N	Monitoring of vulnerable groups included
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	
	• Religion or belief	N	
	• Marriage / civil partnership	N	
2.	Is there any evidence that some groups are affected differently?	N	
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?	N	
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so, can the impact be avoided?	N	
6.	What alternatives are there to achieving the policy/guidance without the impact?	N	
7.	Can we reduce the impact by taking different action?	N	