



Through God We Achieve

OUR VISION AT ST. STEPHEN'S CE PRIMARY SCHOOL

To deliver outstanding education in a caring community, with God at its centre

'Turning your ear to wisdom and applying your heart to understanding'. Proverbs 2:2

OUR VALUES:

Joy - we provide a happy and stimulating environment, rooted in Christian values.

Excellence - we are a church school committed to the highest standards in everything we do.

Relationship – we work hand-in-hand with St Stephen's Church as well as our parents and carers.

Respect - we enable our children to deepen or realise their own faith and respect the freedom of others in their beliefs.

Nurture – our children are cared for spiritually, morally, intellectually, physically, socially and emotionally.

EXCLUSIONS POLICY

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated	SLT	May 2022	✓
Next Review	SLT	May 2023	
Approved	Governors	May 2022	✓

Partnership with Parents

At St Stephen's, we work in partnership with parents and carers to ensure that the school expectations are clear and that parents and carers can reinforce these expectations with their children, in order to maximise every child's success at school. This includes ensuring that parents/carers are kept informed about decisions made in response to a child's misbehaviour, so that we can work together to promote and develop the excellent behaviour for learning we aspire to.

The school is responsible for clearly communicating to pupils, parents/carers and staff its expectations of good behaviour and appropriate conduct and a range of policies and procedures are in place to promote this message:

- Behaviour Policy
- Anti-Bullying Policy
- Home-School Agreement

Supporting Pupils to Succeed

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.

We monitor the behaviour of pupils closely, both in the classroom and in the general school environment (including playtimes) which enables us to assess patterns of any, more challenging behaviour in pupils. Staff have opportunities to discuss behaviours of concern as part of a team and access training to develop their skills in communicating and managing desired behaviours. The senior leadership team will discuss, support and model the strategies to promote good behaviour and intercept less desirable behaviour on an ongoing basis with all staff. Where patterns of more challenging behaviour emerge, we will systematically intervene, drawing up an action plan with the child, parent and teacher. It is the class teacher, parent/carer and the child's responsibility to ensure the action plan is followed.

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Types of Exclusion

Internal and temporary/fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies.

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the LA's Behaviour Team, work with the SENCo).

Temporary / Fixed-Term exclusion

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Permanent exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case.

Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted.

The decision to exclude will usually follow a range of strategies that have not managed to change the concerning behaviour or it will be in response to a

- Serious breach of the school's rules or policies;
- Serious risk of harm to the education or welfare of the pupil or others in the school.

Some examples of a serious breach include actual or threatened violence against another pupil or a member of staff; possession or use of an illegal drug on school premises; persistent bullying; persistent prejudice based harassment or hatred based acts

Any exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

In such cases, the Headteacher or a designated senior leader will **investigate the incident** and consider all evidence to support the allegation, taking account of the school's 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.

The **length of an exclusion** will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Exclusion Procedures

If the Headteacher decides to exclude a pupil he will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents 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 meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

The Governing Body will be informed of all exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents 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 school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances, the school may contact Social Services and/or the Police to safely take the pupil off site.

Work Set

When a pupil is excluded for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning. A pupil can be excluded for up to 10 continuous days on a fixed term basis.

Behaviour outside school

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes any serious breach of policy, which could bring the school into disrepute.

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. The Headteacher should ensure that reasonable steps, in line with the DDA have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Re-integration after fixed term exclusion

The pupil and parent will be requested to attend a re-integration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. Notes from the meeting will be taken and a written record made available to the parent.

Managed move

The Headteacher may consult with the Local Authority and propose a managed move to another school in cases where,

- the Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered,
- if a parents failure to engage in strategies implemented by the school is resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour

This is not exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

Removal from the school for other reasons

The Headteacher may send a pupil home, after consultation with that pupil's parents 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.

Equal Opportunities

The Governing Body aim that no-one at St Stephen's school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds and recognises 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 in any school actions.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure.