

Roe Green Infant School

Exclusion Policy

Aims

Roe Green Infant is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The exclusions process is applied fairly and consistently and is understood by governors, staff, parents and pupils. We also want to ensure that pupils in school are safe and happy.

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

Partnership with Parents

Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At RGI, we will work in partnership with parents to ensure that expectations are clear and parents can reinforce them with their children. This includes ensuring that parents are kept informed about decisions made in response to a child's misbehaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. Policies and procedures are in place to promote good behaviour and appropriate conduct.

This is the:

- Behaviour - Bullying Policy.

Viewed & Agreed by Welfare Committee April 2017; Formal Adoption by G.B. June 2017

Reviewed September 2018 – no changes. No changes September 2019

Reviewed & Revised November 2021

Reviewed- No changes October 2022

Reviewed- No changes November 23

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.

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

Reasons for exclusion:

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether for a 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:

- 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.

Types of Exclusion:

Internal Exclusion

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 or the Headteacher’s office.

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 flow chart to address specific behaviours causing a problem etc).

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.

Viewed & Agreed by Welfare Committee April 2017; Formal Adoption by G.B. June 2017

Reviewed September 2018 – no changes. No changes September 2019

Reviewed & Revised November 2021

Reviewed- No changes October 2022

Reviewed- No changes November 23

The decision to exclude will usually 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;
- Persistent bullying;
- Threatening Behaviour

Exclusion may be the result of persistently poor behaviour or a serious single incident.

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.

Single incident

Internal and temporary/fixed-term exclusion may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

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 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.

The decision to exclude

If the Headteacher decides to exclude a pupil she 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;
- 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.

Safeguarding

Viewed & Agreed by Welfare Committee April 2017; Formal Adoption by G.B. June 2017

Reviewed September 2018 – no changes. No changes September 2019

Reviewed & Revised November 2021

Reviewed- No changes October 2022

Reviewed- No changes November 23

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.

Re-integration

After fixed term exclusion the pupil and parent will be requested to attend a reintegration 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.

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 (Disability Discrimination Act) 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.

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.

SignedDesignation.....Date.....

SignedDesignation.....Date.....