

Date	Review Date	Drawn up by	Committee Approving
Spring 2021	Spring 2023	NC	Main GB

St Thomas Becket Catholic Primary School Exclusion Policy

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 St Thomas Becket Catholic Primary School, 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 behaviour. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

- Behaviour Policy
- Exclusion 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.

Reasons for exclusion:

- Serious breach of the school's rules or policies;
 - Serious risk of harm to the education or welfare of the pupil or staff, visitors in the school.
- This can either be a very serious incident or the repetition of serious incidents.

Types of Exclusion

Internal Exclusion (see DFE guidance Internal Exclusion Guidance 2009)

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 may be in a different classroom or with an adult in a separate working area.

An internal exclusion is a discretionary measure, where a pupil's behavior 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; home-school book; support from the school counsellor etc).

The decision to exclude internally

If a teacher decides to internally exclude a child, he/she will:

- Record this exclusion using the Internal Exclusion Record (Appendix 3)
- Contact the parents to notify them that their child has been subject to an internal exclusion
- Provide a copy of the Internal exclusion record to the deputy head who will maintain a central file of internal exclusions

Support from senior management: Our behaviour policy states- *Where issues escalate, or are persistent, referral should be made to the respective Key stage Leader or assistant head, then the Deputy Headteacher and, as a final resort, to the Headteacher.*

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 still reflecting 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.

Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as part of a continuum of support and challenge provided 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.

The decision to exclude will usually follow a range of strategies and will be in response to a very serious breach of school rules and policies or a disciplinary offence.

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

Persistent or cumulative problems

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

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.

Permanent Exclusion

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

The decision to exclude (Fixed Term / permanent)

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

- ensure that there is sufficient recorded evidence to support 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 fixed term exclusion (**see Appendix 1**)

In the case of a fixed term exclusion the Headteacher will:

- specify 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.

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 by 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 and class teacher. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will also be discussed. The meeting will be recorded on the school re-integration form and a copy retained by the school (**Appendix 2**).

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. On the 6 continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

Behaviour outside school

Pupils' behaviour outside school **on school business** 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 (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.

Managed move

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, or if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority and propose a managed move to another school. This is not exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

Equal Opportunities

The Governing Body recognise that it is unlawful to discriminate against anyone on the basis of gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation.

Procedure for appeal

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

Notifications required following a permanent or fixed term exclusion

The head teacher must notify the governing body and the local authority (within 1 week) of:

- a permanent exclusion (including any decision to make a fixed term exclusion permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in any one term; and
- exclusions which would result in the pupil missing a public examination.
- For all other exclusions a head teacher must notify the local authority once a term. Where a school has more than three terms a year they must agree with the local authority three terms in which the information will be provided.
- Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion.
- For a permanent exclusion, if the pupil lives outside the local authority in which the school is located the head teacher must also advise the pupil's 'home' authority of the exclusion without delay so that they can make arrangements for the pupil's full-time education from the sixth school day of exclusion.

Croydon LA Officer:
Paul Brightly-Jones principal officer,
exclusions and reintegration
Tel: 0208 726 7438
Email: paul.brightly-jones@ croydon.gov.uk

Appendix 1

Letter to Parents

NAME OF CHILD: xxxxxxxxxxxxxxxxxxxxxxx

Type of exclusion: Permanent or Fixed Term

Dear xxxxxxxxxxxxxxxxxxxxxxxx

I am writing to inform you of my decision to exclude xxxxxxxxxxxxxxxx for a fixed period / permanently of xxx days. This means that he/she will not be allowed in school for this period. The exclusion begins on xxxxxxxxxxxxxxxx and finishes on xxxxxxxxxxxxxxxxxxxxxxxxxxxx.

Reason for Exclusion:

xx

You have the right to make representations to the governing body. If you wish to make representations please contact xxxxxxxxxxxxxxxx [Chair of Governors] through the school (email: admin@thomasbecket,croydon.sch.uk / Tel- 02086543006) as soon as possible. Whilst the governing body have no power to direct reinstatement, they must consider any representations you make and may add a note of their findings to your child's school file.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

We will set work for your child to be completed during the period of their exclusion.

You and your child must attend a reintegration interview with the following member of staff, xxxxxxxxxxxxxxxxxxxxxxxx, on xxxxxxxxxxxxxxxxxxxxxxxx. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You may wish to contact one of the following for advice and information on exclusions;

The Reintegration and Exclusions Officer at Croydon Council's department of Children, Young People and Learners, Secondary Inclusion Strategy Group, 7th Floor, Leon House, 233 High Street, Croydon CR0 9XT, Telephone: 020 8726 6400 ext 18277

Croydon Exclusion Helpline on 020 8760 5540

You may also find it useful to contact the **Advisory Centre for Education (ACE)** — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk

Your child's exclusion expires on xxxxxxxxxxxxxxxxxxxx and we expect him/her to be back in school on xxxxxxxxxxxxxxxxxxxx. The re-integration meeting will take place that morning before school commences.

Yours sincerely

Noel Campbell
Head Teacher

Appendix 2

Re-integration Interview

NAME: xxxxxxxxxxxxxxxxxxxx

Date: xxxxxxxxxxxxxxxxxxxx

Persons attending interview: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Period of Exclusion: xxxxxxx

Number of days: xxxxx

Brief description of incident which led to exclusion

xx

Comments from parent(s)/Carer:

Desirable pupil behaviour in the future:

Support from School:

Support from Home

