



HANNAH MORE
PRIMARY SCHOOL

Policy Title: Exclusion and Re-induction Policy

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Signed by the Headteacher:

Policy Structure:

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1. Rationale

This policy is intended to give a clear indication to staff, parents and pupils/students the kinds of circumstances within which the Head teacher will use his/her powers to exclude and the procedures that will be followed in exercising them.

2. Exclusion

Hannah More Primary School seeks to avoid exclusions and they take place only for very serious incidents or when other strategies have been tried and have failed over time.

In most cases, exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. These measures will include following the school's behaviour strategy and working in partnership with families. Parents / carers will be made aware of the possibility of exclusion if there is no improvement in behaviour.

The head teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs. This may include working in partnership with other agencies e.g. the Behaviour Improvement Team or the Educational Psychologist.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

3. Types of Exclusion

1. Fixed term exclusion

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

A serious offence could by itself justify a pupil's exclusion. This list does not list every offence for which fixed term exclusion may be used but gives an indication of the kinds of case where it will be used:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons, ie reaching purple twice a day for 4 days or more.
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to adults who work in school

The length of the exclusion will be proportionate to the gravity of the offence and each individual situation will be investigated according to need.

2. Long Fixed Term Exclusions

Long Fixed Term Exclusions (over 15 days) will generally be used to enable support to be obtained in assessing; moving; or reintegrating a pupil with severe problems where the alternative would be permanent exclusion.

3. Permanent Exclusion

The head teacher may decide to permanently exclude a pupil only when she is sure that:

- the pupil has seriously breached the school's discipline policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude will only be taken by the Head teacher or, in their absence, the next most senior member of the Leadership Team.

The decision will be taken on all the evidence available at the time and on the balance of probability.

4. Lunchtime Exclusion

This is used when persistent inappropriate behaviour during lunchtime and outside play continues over a period of time, ie receiving purple on the school behaviour strategy daily over the period of 2 weeks.

4. Informing

For fixed term and lunchtime exclusions the following individuals will be informed without delay by letter and telephone message as appropriate:

- The persons having parental responsibility for the pupil/student
- The Chair of Governors

For long fixed term exclusions and permanent exclusions the following individuals will be informed without delay by letter and telephone message as appropriate:

- The persons having parental responsibility for the pupil/student
- The Chair of Governors
- The local authority

5. Work for Excluded Pupils

Members of staff who teach excluded pupils/students will provide work for these pupils/students to do at home. This should be returned and marked in accordance with the school's policy.

The Head teacher will make provision for the full-time education of pupils between the **6th and 15th day** of a Fixed Term Exclusion.

6. Governors

I'll send you some stuff on this that might help.....?

7. Re-induction

On returning to school following an exclusion, a meeting will occur before the child joins their class. Preparation for this will have taken place with discussions between relevant school adults, convened by the Behaviour Leader or a member of SLT.

Present at the meeting will be a member of the senior leadership team, the parent/carer, the pupil and the class teacher.

The aim of the meeting will be to create an individual behaviour support plan and to set up how the pupil's targets will be monitored and reviewed.

Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices. They will:

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group or the activities which give rise to the inappropriate behaviours;
- Emphasise teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to head teacher etc;
- Include some form of self-assessment – e.g. a chart to grade own behaviour during a session to encourage responsibility for own behaviour.

A review meeting must be arranged within 10 days of the re-induction meeting to discuss the pupil's progress in regard to their behaviour support plan. Attending the meeting must be the class teacher, Behaviour Lead or SLT member, parents and where appropriate the child.