

SCHOOL EXCLUSIONS POLICY

Name of School	Church Crookham Junior School
Date of Policy Issue/Review	2023

Introduction	
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Our school strives to create a positive, safe and caring environment where children have a strong sense of belonging. The five core values at our school of kindness, respect, imagining, resilience and reflection helps children to understand about themselves and others and promotes high standards of behaviour. "Achievement by All" lies at the heart of children doing well in all aspects of their learning and personal development. We are committed to following all statutory exclusions procedures.

This policy sets out guidelines and circumstances under which a student may be suspended or permanently excluded and applies to all pupils on roll at our school.

Suspensions and Permanent Exclusions will only be used as a last resort, in response to a serious breach or persistent breaches of the School Behaviour Policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. We seek to reduce the number of incidents leading to a suspension and permanent exclusion, by promoting a positive atmosphere of mutual respect, by implementing our school behaviour policy.

This policy was written following the Department of Education document "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" January 2022.

Aims & Definitions	
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Our school aims to:

- Ensure that pupils in school are safe and happy
- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

Off-rolling

'Off-rolling' is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the pupil, to:

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent to remove their child from the school roll, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

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Definitions referred to in this policy are, as follows:

Internal Suspension/Isolation– when a pupil is removed from the class and taught away from their peers, with adult supervision (usually a senior leader). This maybe for one lesson, half a day or one whole day.

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

Reasons Leading to a Suspension or Exclusion	
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Suspensions and permanent exclusions will only be used as a last resort, in response to a serious breach or persistent breaches of the School Behaviour Policy. Every effort is put in place to help ensure that pupils’ needs are met and that the provision in place will ensure that children do not too many days of learning lost. For exclusions, the additional criteria of allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Our school has three rules, which we expect **all** children to follow:

- Be safe
- Be kind
- Be respectful

Where a child has not followed these rules, the Headteacher and Senior Leaders will gather as much information as possible about the incident or incidents before making a decision about the appropriate action. This decision will be based on what information is available at the time and should any further information be provided at a later, the decision will be reviewed.

It is recognised that often where a serious breach or persistent breaches of the School Behaviour Policy has/have occurred, the child involved may be experiencing powerful feelings, appear quite heightened and dysregulated, often meaning it is challenging for the child to think and respond rationally. The School Behaviour Policy outlines strategies for supporting children in this situation, including using the ‘PACE’ model, which staff will try and use, as appropriate. This includes using strategies to help pupils to become calmer and more regulated, such as by going outside to run on a designated area of the school grounds to run, bounce/throw a ball. Where a child is not safe and is at risk of hurting others or causing persistent disruption and these strategies have not worked, physical intervention may be needed. Physical intervention is only used when other strategies have not been successful or the child is being very unsafe.

Children who are identified as being at ‘Tier 3’ in accordance to the School Behaviour Policy, have specific plans and interventions in place. Staff who work with these children, work hard to consider possible triggers and early warning signs of children becoming more dysregulated and, will try and use de-escalation strategies at an early stage, where possible. Activities which may be triggers for a child to become dysregulated are, where possible, identified and use of social stories, etc. are used to help support the child with planned changes to the timetable (such as a school trip).

A child is most likely to have a suspension where:

- an internal suspension has been issued the child has refused and continued to cause persistent breaches to the School Behaviour Policy

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- a child is highly dysregulated and strategies to try and support that child has not been successful (including persistent breaches to the School Behaviour Policy). In rare occasions, this might include where a child has had to be physically restrained to stop them from hurting other pupils/staff and the child has not been able to calm and continued to breach the school behaviour policy
- a child has left the school site without adult permission during the school day

A suspension may be issued for 2 or 3 days in order for the school to seek advice from professionals and allow time to plan for any additional support/interventions that maybe needed.

We will not suspend or exclude students unlawfully by directing them off site, or not allowing students to attend school:

- without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- due to a pupil's poor academic performance, or
- because the pupil hasn't met a specific condition, such as attending a reintegration meeting

Roles & Responsibilities	
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Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Consider whether the pupil has special educational needs (SEN)
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

Informing parents

If a pupil is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a pupil, the parents will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay. The parents will also be provided with the following information in writing, without delay:

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- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

Where a child has been in isolation/internal suspension, the parent will be informed and further planning/support from the parent and other professionals may be used to help ensure that the child is less at risk of isolation/internal suspension or exclusion.

The roles of the governing body, headteacher are defined in DfE document "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" January 2022. This document also includes details of the Governor Discipline Committee, role of the Independent Review Panel and also reinstatement of a pupil following a suspension.

The headteacher will try and ensure that all staff have appropriate training and support to help ensure that the members of staff are able to fulfil their role to the best of their ability. This, in turn, should help staff to feel empowered and help staff with their emotional wellbeing. Where an incident has occurred which has led to an internal isolation/suspension staff involved will, wherever possible, have time to have a debrief and be supported to help ensure their own wellbeing is being prioritised. Staff wellbeing is always an important priority at our school.

Reintegration Strategy	
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Following suspension or any cancelled suspension or cancelled permanent exclusion, the school will put in place a strategy to help the student reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the student has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life, some strategies may include:

- Maintaining regular contact during the suspension and welcoming the student back to school.
- Daily contact in school with a key member of staff
- Mentoring by a trusted adult or a local mentoring charity.

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- Regular reviews with the student and parent/carers to praise progress being made and raise and address any concerns at an early stage.
- Informing the student, parent/carers and staff of potential external support.

The strategy will be reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parent/carers, and other relevant parties.

Reintegration meeting

The school will explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community. The reintegration meeting will be adapted to suit the needs of the individual, as far as possible.

The student, parent/carer, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parent/carer in the event that they cannot or do not attend.

This meeting will seek to establish practical ways in which further exclusion or suspension can be avoided and behaviour modified to acceptable standards in partnership between student, parent/carer, and school.

Monitoring Arrangements	
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The school collects data on the following:

- Attendance, permanent exclusions and suspensions

The data is analysed regularly and included in the termly updates to the Curriculum Committee and also reported to the Full Governing Body.

The data is analysed from a variety of perspectives which may include:

- At school level and compared to national and Local Authority statistics
- By year group
- By protected characteristic
- In relation to violent incidents and any physical interventions

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle any discrimination.

Links with other Policies	
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This policy should be read in conjunction with the latest DfE information and :

- Behaviour policy
- SEND policy
- SEND information report

Review	
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The policy is reviewed annually and updated as necessary.