



## Egginton Primary School

### Pupil Exclusion Policy

Date	Review Date	Coordinator	Nominated Governor
September 2024	September 2025	Headteacher	Chair

This policy is a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Pupil Exclusions and Appeals) (Miscellaneous Amendments) (England) Regulations 2006
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The following documentation and website are also related to this policy:

- Ofsted School Inspection Handbook
- Exclusion from Maintained Schools, Academies and pupil Referral Units in England (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

We strongly believe in good discipline as we feel it is essential to ensure that all pupils can benefit from the educational and social opportunities that the school offers. The exclusion of a pupil will only be 'used as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy'. We work hard not to exclude pupils, but to help to support them by constantly reviewing our behaviour management and working with them to help their behaviours. We have in place a behaviour management system that everybody is familiar with.

#### **Pressure on school**

We are aware that by keeping disruptive pupils in school and providing support for them, it will impact our capacity and resources with potential implications on the school's performance. However, we believe we cannot give up on them. We treat all pupils fairly with all decisions to exclude will be lawful, reasonable and fair. We will not discriminate against pupils on the basis of protected characteristics. All pupils who are vulnerable to exclusion will be treated fairly. We believe that pupil exclusion is best defined as when a pupil is not allowed to attend school for either a fixed term or permanently. Pupil exclusion is a sanction that will be used only as a last resort, except when an immediate exclusion is the only appropriate action to take.

#### **When exclusion occurs**

We acknowledge that a pupil will only be excluded following serious breaches of discipline or if the safety of pupils and school personnel would be impacted if the pupil remained in the school. Parents of the pupil will be informed immediately in writing about a fixed period exclusion. Before a pupil is excluded, a whole range



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of strategies such as early intervention and pupil support plans will be implemented in order to improve the behaviour of the pupil.

We believe that disruptive behaviour can be an indication of unmet needs and we will do all that we can to identify the causes and if need be, to give consideration to a multi-agency assessment that goes beyond the pupil's educational needs. All exclusions will follow the correct procedures as outlined in [The Department for Education guidance](#). We are aware that it is illegal to unofficially or informally exclude by just sending a pupil home for disciplinary reasons. At all times the correct procedures will be followed.

We will try to ensure that other than in the most exceptional circumstances we will not exclude any pupil who has a statement for SEN, or an education, health and care plan (EHC) or is receiving SEND support. We are aware that children with special needs are seven times more likely to be excluded than those without. It appears that many schools are failing to spot ADHD and autism which can be a contributing factor to a rise in exclusions.

We acknowledge that too few resources are being used to understand why a child might be behaving badly before the exclusion cycle begins and that schools are being put under much more pressure in terms of their outcomes and their achievement data. It is much easier to remove a disruptive pupil from a classroom and to deal with the masses than it is to focus the time on that one disruptive pupil.

We believe that permanent exclusion should be a last resort and will only be used where all other strategies for supporting the pupil have been exhausted. We work hard to ensure behavioural issues are dealt with earlier and more effectively.

However, despite our best efforts, it may be necessary to exclude a pupil to ensure the other pupils are able to learn in a safe and orderly environment and that the pupil in question needs more support than we can provide. Parents will be made aware of their rights that they can appeal against exclusion to the governing body. An independent review panel will deal with all appeals. We will ensure that all excluded pupils will be 'enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.' We have a duty to have in place a strategy for reintegrating pupils that return to school following a fixed period of exclusion, and a strategy for managing their future behaviour.

We as a school community have a commitment to promote equality. We believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

### **1. Aims**

- To only use exclusion as a last resort, except when an immediate exclusion is appropriate.
- To have in place early intervention systems to deal with bad behaviour.
- To maintain full-time provision for permanently excluded pupils.
- To have in place systems to reinstate excluded pupils as soon as possible.
- To establish good working relations with parents of pupils who have been excluded.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## Responsibility for the Policy and Procedure

### 2. Role of the Governing Body

The governing body has:

- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### 3. Role of the Headteacher

The headteacher will:

- ensure that all school personnel, pupils and parents are aware of and comply with this policy;
- ensure risk assessments are:
  - in place and cover all aspects of this policy;
  - accurate and suitable;
  - reviewed annually;
  - easily available for all school personnel.
- endeavour to identify the causes of a pupil's disruptive behaviour and, if need be, will consider a multi-agency assessment;
- consider the following when making the decision to exclude a pupil;
- when making the decision to exclude a pupil the headteacher will:
  - undertake a thorough investigation into the alleged incident(s) by looking at all the evidence that is available;
  - from the outset keep a written record of all the stages of the investigation
  - listen to the pupil's version of what happened;
  - check whether the alleged incident was provoked by racial or sexual harassment and to take into account any breach of the school's equal opportunities policy;
  - if they think it is necessary, the headteacher will consult with relevant people other than those who might be later involved in reviewing this incident;
  - comply with the Equality Act;
  - look at alternatives other than exclusion such as:
    - internal exclusion by removal to another class;
    - restorative justice;
    - mediation;
    - a managed move.
  - decide on the length of the exclusion;



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- fixed or;
- permanent.

- inform parents immediately;
- report the exclusion to;

- The Disciplinary Committee.
- The Local Authority.

- once a fixed-term exclusion has ended, hold a reintegration meeting involving the pupil, parents/carers and the appropriate school personnel on the first day a pupil returns to school following a fixed-term exclusion;
- the reintegration meeting will plan:
  - how the pupil will manage their future behaviour;
  - what support is required;
  - how the pupil can succeed within the school;
  - how further exclusions can be avoided;
  - what both the school and the pupil can do to ensure success;
  - ensure conditions are not placed upon the pupil returning to school.
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- annually report to the governing body on the success and development of this policy.

### 4. Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- be aware of and support the pupil behaviour management policy;
- try to establish the reasons for a pupil demonstrating disruptive behaviour;
- report and deal with all incidents of discrimination;
- report all incidents of serious violence, assault, sexual abuse, the use of illegal drugs, possession of offensive weapons and bullying;
- implement the school's equalities policy and schemes;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### 5. Role of Pupils

Excluded pupils will:

- be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding;
- work hard to conform with the reintegration plan.

Pupils will:

- be aware of and comply with this policy;



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- support the school code of conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

### **6. Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be made aware of their rights of appeal against an exclusion as outlined in the letter home to parents;
- be asked to take part periodic surveys conducted by the school;
- support the school code of conduct and guidance necessary to ensure smooth running of the school.

### **7. Fixed Term Exclusion**

In any one school year, the headteacher is allowed to exclude a pupil for one or more fixed term periods but not exceeding 45 school days. During this period of exclusion, the school will continue to provide education for the pupil based on the work that is currently being taught within the class or appropriate for the academic ability of the child. and plan for the pupil to be reinstated after the exclusion period has ended. Once a decision has been made, parents will be informed by telephone and then by letter.

### **8. Informing the Discipline Committee and the Local Authority**

Within one school day the headteacher will inform the discipline committee and the LA of a pupil's exclusion.

### **9. The Role of the Discipline Committee**

The discipline committee will:

- Review all exclusions.
- Consider any representations from parents.
- Take the following into account when making a decision about exclusion:
  - special educational needs;
  - disabilities;
  - gender;
  - cultural differences.

### **10. Liaison with Parents**

Every effort will be made to seek parental co-operation at all stages.

### **11. Permanent Exclusion**

A pupil may be permanently excluded if:

- All other strategies have failed.
- The offence was a serious one-off offence such as:
  - serious, actual or threatened, violence against a pupil or a member of the school personnel;

- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon;
- or any other serious offence.

## **12. Reporting**

Annually, the headteacher will report the following to the governing body the:

- number of exclusions;
- type of exclusions;
- outcome of each exclusion;
- rates of exclusion from different groups such as SEND, free school meals, looked after children and ethnic groups.

## **13. Raising Awareness of this Policy**

We will raise awareness of this policy via:

- School website.
- Staff handbook.
- Headteacher reports to the governing body.
- Email.

## **14. Training**

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider (DCC, National College) that covers:
  - All aspects of this policy
  - Pupil Behaviour and Discipline
  - Safeguarding and Child Protection
  - Complaints
  - Inclusion
  - Home-School Agreement
  - Attendance and Truancy
  - Special Educational Needs and Disabilities
  - Equal opportunities
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;

## **15. Safeguarding**

We:

- are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school;
- work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children;
- believe that all children have the right to be safe in our society;
- recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral



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support and care for both pupils and school personnel, training for school personnel and through working with parents;

- teach all our children about safeguarding;
- work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties;
- want all children to feel safe at all times;
- want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements;
- ensure all school personnel:

**who work directly with children** must read both **Part One and Annex B** of 'Keeping Children Safe in Education' (KCSiE) guidance;

**who do not work directly with children** can either read **Part One or Annex A**;

must understand their roles and responsibilities;

must:

- understand that safeguarding and promoting the welfare of children is everyone's responsibility;
- attend appropriate safeguarding and child protection training at induction;
- be made aware of the following policies:
  - Safeguarding and Child Protection
  - Behaviour
  - School Personnel Behaviour
  - Child Gone Missing On or Off Site
  - Role of Designated Safeguarding Lead (DSL)
- attend regular updated safeguarding training;
- be aware of all safeguarding systems within the school;
- be in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating;
- have responsibility to provide a safe environment in which children can learn;
- be prepared to identify children who may benefit from early help;
- follow the processes as set out in KCSiE (paragraphs 51-67) if they have any concerns about a child's welfare;
- be aware of the process for making referrals to the local authority;
- support social workers and other agencies following any referral;
- report to the designated safeguarding lead any concerns they have regarding a child;
- know what to do if a child tells them they are being abused, exploited or neglected;
- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe;
- be familiar with 'Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE)'.

### 16. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



**17. Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

**18. Monitoring the Implementation and Effectiveness of the Policy**

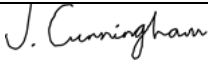

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the governors.

**19. Linked Policies**

- Attendance
- Home-School Agreement
- Parental Responsibility
- Behaviour
- Complaints
- Safeguarding and Child Protection
- Special Educational Needs and Disabilities

We believe that this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school’s vision and objectives

<b>Headteacher:</b>		J. Cunningham	<b>Date:</b>	16/09/2024
<b>Chair of Governing Body:</b>		A. Farrow	<b>Date:</b>	03/10/2024