



St Saviour's Church of England Junior School

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Policy:	Exclusion Policy
Review Period:	2 years
Ratified by	May 2024
Governing Body:	
Date of next review:	May 2026

Exclusion Policy

This Policy operates in conjunction with the Behaviour Policy and the Anti-Bullying Policy

St Saviour's Church of England Junior School seeks to avoid exclusions and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed over time.

As a Christian community, we believe in forgiveness and respect. Children should be afforded every opportunity to make a fresh start but must treat everyone with respect.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Although not an exhaustive list, these may include:

- 'Behaviour' / sticker chart
- 3 ticks and an exit
- Explicit reminders of expected behaviour
- Additional pastoral support (FLO, Deputy Headteacher, Headteacher, Class Teacher, Teaching Assistant)
- Named teaching assistant providing support
- Social skills groups
- Friendship groups
- Specialist counselling
- Anger management
- Attending lunchtime club
- Communication with parents/carers
- Negotiated rewards different to those of peers
- Positive profile through jobs of responsibility i.e. register monitor, librarian
- Ensuring differentiation supports access to all aspects of the curriculum

The Headteacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

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.

A serious offence could by itself justify a pupil's exclusion. This may include one aspect, or combination of, the following:

- ✚ Violence towards an adult or child
- ✚ Swearing at an adult
- ✚ Racist verbal abuse
- ✚ Inappropriate sexual language
- ✚ Sustained bullying (see Anti-Bullying Policy)
- ✚ Frequent high/low level disruption to lessons
- ✚ Frequent high levels of non-compliance
- ✚ Frequent high levels of disrespect to all adults who work in school
- ✚ Vandalism

Exclusion

Each individual situation will be investigated according to need. The Headteacher will gather evidence and seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. It is important that all the evidence available is given due consideration so that an informed decision can be reached. Once this has been collated, if satisfied that the pupil did what he or she is alleged to have done, the Head Teacher may exclude the pupil.

Managing serious or persistent problems

- ✚ We accept that it is the behaviour that is the problem and not the child.
- ✚ The behaviour of children giving cause for concern will be assessed.
- ✚ Triggers or antecedents established.
- ✚ Individual programmes will be planned to help modify inappropriate behaviour including lunchtime social skills provision with the Deputy Headteacher, FLO, friendship groups, counselling, play therapy.
- ✚ Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Individual Behaviour Support Plans

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, 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 Headteacher etc;
- ✚ Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour;

Classrooms

Teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled.

The aim of our positive behaviour management policy is to help pupils realise the appropriate behaviour and provide

- ✚ strategy/guidance on putting it right
- ✚ to reward positive behaviour
- ✚ to help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour

To support good behaviour, we have a clear process that is shared with the children. Class rules are established with each class. These are regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole school. (see Behaviour Policy)

Types of exclusion:

Fixed term exclusion (formerly known as being 'suspended')

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

Permanent Exclusion (formerly known as being 'expelled')

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly.

Only the Headteacher can permanently exclude a pupil or the Deputy Headteacher if the Headteacher is out of school.

The Headteacher may decide to permanently exclude a pupil only when s/he 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.

There is a formal process for all exclusions and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA officers, such as the Inclusion Officer and the Exclusion Officer if necessary.

Parents are able to contact the school's governors following an exclusion if they wish to.

Parents of all pupils who are excluded on a fixed-term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A Pastoral Support Plan may be put in place to support the pupil. This is reviewed fortnightly with parents until it is no longer felt to be necessary or further measures are needed.