

# **EXCLUSION POLICY**

FOR

## **WENTWORTH PRIMARY SCHOOL**



*APPROVED BY GOVERNORS January 2022*

*POLICY TO BE REVIEWED January 2025*

**(To be used in conjunction with DfE Statutory Guidance,  
Wentworth Primary School's Behaviour and Discipline Policy and Anti-Bullying Policy)**

This document describes Wentworth's exclusions policy and how it should be implemented. The head teacher is responsible for the implementation of the policy. The governors' responsibility is to monitor and review the policy and to ensure its implementation.

## **1. Aims**

- To develop an exclusions policy which works alongside the behaviour and discipline policy which is supported and followed by the whole community, parents, staff and children and is based on a sense of community and shared values.
- To minimise the number of pupils at risk of either permanent or fixed period exclusion.

## **2. Managing Behaviour**

2.1 For those at risk, additional measures could include:

1. Engagement with parents
2. Consideration by the SENCo, with colleagues, of possible interventions within the school
3. Assessment of SEN, including possible placement in alternative provision, if available
4. Allocation of a key worker such as an SEN TA from within the school, EWO, Family Solutions member or member of a the LA Social and Emotional Difficulties Support Team
5. A change of class
6. Referral to a specific support service, such as the Education Welfare Service, Children's Services or the Child and Adolescent Mental Health Service
7. Temporary placement in a GROW unit, if available, as part of a planned positive programme for pupils
8. A managed move to another school, with the consent of all parties involved; this can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion

2.2 The school will intervene as early as possible to address emerging behaviour problems, including those masking underlying learning difficulties, disabilities or attachment issues, thereby minimising the need for permanent exclusion.

2.3 Consistent Management Plans may be developed in order to help pupils better manage their behaviour. A CMP will normally involve a number of interventions, as listed above. It is particularly appropriate for those pupils whose behaviour is deteriorating rapidly.

2.4 The behaviour of pupils at risk of exclusion is sometimes driven by complex combinations of social, emotional and health problems, often involving multi-agency teams. In all cases where a child is receiving support from more than one agency, one practitioner will act as the 'lead professional' to co-ordinate support and provide a single point of contact for the child and family. The lead practitioner will make themselves known to the child and family.

In this policy, we use the term 'parent' to refer to any person or body with parental responsibility such as foster parent, carer, guardian or local authority.

### 3. Alternatives to Exclusion

3.1 The following options may be used by the school or multi-disciplinary team in response to a serious breach of behaviour policy:

- a) **Restorative justice**, which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process.
- b) **Mediation** through a third party, usually a trained counsellor.
- c) **Internal exclusion** which can be used to defuse situations which occur that require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion could be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods. Internal exclusion will be for the shortest time possible and subject to review.
- d) **Managed move** to another school to enable the pupil to have a fresh start in a new setting. The head teacher may ask another head teacher to admit the pupil. This should only be done with the full co-operation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned. Parents will never be pressured into removing their child from the school under threat of a permanent exclusion, nor will pupils' names be deleted from the school roll on disciplinary grounds unless the formal permanent exclusion procedures set out in statute have been adhered to or unless a managed move has been agreed by all relevant parties.

### 4. Removing Pupils from School Site

4.1 Individual pupils may be required to leave the school site if:

There is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded for a fixed period or permanently.

### 5. The Decision to Exclude

5.1 A decision to exclude a pupil permanently will be taken only:

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

5.2 A decision to exclude a pupil for a fixed period should be taken only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are inappropriate. Individual fixed period exclusions should be for the shortest time necessary. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour the head teacher will consider alternative strategies for addressing that behaviour.

5.3 Only the head teacher (or in the absence of the head teacher, the deputy head teacher), can exclude a pupil. Other exclusion related activities do not have to be undertaken by the head teacher personally, but may be delegated.

5.4 A decision to exclude a pupil permanently is a serious one and will only be taken where the relevant facts have been clearly established. It is the final step in the process for dealing with disciplinary offences following a wide range of strategies which have been tried without success.

5.5 There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault e.g. interfering sexually with another child
- Supplying an illegal drug
- Carrying an offensive weapon e.g. school tools being used as offensive weapons e.g.: scissors (this list is not exhaustive).

5.6 Where the school believes that a criminal offence may have taken place, the school will inform the police and other agencies such as the Youth Offending Team or social workers.

## **6. Lunch time Exclusion**

6.1 Pupils whose behaviour at lunch time is disruptive may be excluded from the school premises for the duration of the lunch time period. Lunch time exclusions are counted as one half of a school day. A lunch time exclusion will be for a fixed period and will not be indefinite. Arrangements should be made for pupils who are entitled to free school meals to receive their entitlement which may mean providing a packed lunch.

## **7. Informing Parents**

The head teacher will inform the parents of the pupil in writing, on the day of the exclusion if possible, about the reason for the exclusion and invite them to the reintegration interview.

## **8. Reintegration Interview**

8.1 The head teacher must arrange a reintegration interview with parents during or following the expiry of any fixed period exclusion of a pupil. The pupil should attend all or part of the interview. The interview should be conducted by the head teacher or a senior member of staff. In some circumstances it may be helpful for another person to be present such as the designated teacher for Looked After Children or children with SEN.

8.2 The purpose of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. It provides an opportunity to:

- Emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour
- Discuss how behaviour problems can be addressed

- Explore wider issues and any circumstances that may be affecting the child's behaviour
- Reach agreement on how the child's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour
- Create a useful forum to consider with parents the possibility of a parenting contract

8.3 The head teacher will try to arrange the interview for a date/time that is convenient for the parent. If possible the interview should be held on the day the pupil returns to school. At least one of the child's parents is expected to attend the meeting.