

Lyons Hall Primary School

Exclusions Policy

Lyons Hall Primary School Exclusion Policy

(To be read alongside Lyons Hall Primary School's Behaviour and Anti-Bullying Policy)

This document describes the Academy's exclusions policy and its implementation. The head teacher is responsible for implementation of the policy. The governor's responsibility is to monitor and review the policy and also ensure its implementation.

1. Aims

- To develop a whole Academy exclusions policy which works alongside the behaviour, reward and discipline policy which is supported and followed by the whole Academy community, parents, staff and children, 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 in Academy

2.1 For those at risk, additional measures will include:

1. The Academy engaging with parents
2. Consideration by the SENCO, with colleagues, of possible interventions within the Academy
3. Assessment of SEN, including possible placement in a special Academy
4. Allocation of a key worker such as a Learning Mentor, EWO or member of a Behaviour & Education Support Team
5. A change of teaching set or 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 an in-Academy Learning Support Unit as part of a planned positive programme for pupils
8. A managed move to another Academy, 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 Academy will intervene as early as possible to address emerging behaviour problems, including those masking underlying learning difficulties or disabilities, thereby minimising the need for permanent exclusion.

2.3 Pastoral Support Programmes (PSPs) help pupils better manage their behaviour. A PSP 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 Common Assessment framework (CAF) is a voluntary process, common to all children's services, to help identify a child's needs as early as possible and agree what support is appropriate. Resulting early intervention should help reduce the risk of problems reaching the point where exclusion is considered necessary. A CAF may be undertaken as part of PSP or at any stage. It may be particularly appropriate to carry out a CAF in cases of multiple fixed period exclusions.

2.5 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.

3. Alternatives to Exclusion

3.1 The following options may be used 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 mediator.
- c) **Internal exclusion** which can be used to defuse situations that occur that require a pupil to be removed from class but may not require removal from the Academy premises. The internal exclusion could be to a designated area within the Academy, 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 Academy to enable the pupil to have a fresh start in a new Academy. 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 Academy under threat of a permanent exclusion, nor will pupils' names be deleted from the Academy 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 Academy Site

4.1 There are four sets of circumstances in which individual pupils may be required to leave the Academy site:

- a) There is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in Academy would seriously harm the education or welfare of the pupil or others in the Academy. In these circumstances the pupil may be excluded for a fixed period or permanently.
- b) A pupil is accused of a serious criminal offence but the offence took place outside the Academy's jurisdiction. In these circumstances the head teacher may decide that it is in the interests of the individual concerned and of the Academy community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
- c) For medical reasons, a pupil's presence on the Academy site represents a serious risk to the health and safety of other pupils or Academy staff. In these circumstances a head teacher / teacher in charge may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.
- d) The pupil is given permission by the head teacher / teacher in charge, or person authorised by them, to leave the Academy premises briefly to remedy breaches of the Academy's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence.

5. The Decision To Exclude

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

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

5.2 A decision to exclude a pupil for a fixed period should be taken only in response to breaches of the Academy'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 basic 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. It is an acknowledgement by the Academy that it has exhausted all available strategies for dealing with the child and is used as a last resort.

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
- Supplying an illegal drug
- Carrying an offensive weapon

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

6. Lunchtime Exclusion

6.1 Pupils whose behaviour at lunchtime is disruptive may be excluded from the Academy premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of an Academy day. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful. Arrangements should be made for pupils who are entitled to free Academy meals to receive their entitlement which may mean providing a packed lunch.

7. Reintegration Interview

7.1 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.

7.2 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 Academy 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

7.3 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 Academy. At least one of the child's parents is expected to attend the meeting.