

Exclusion Policy Our Lady and Saint Patrick's Roman Catholic Nursery and Primary School

Introduction

It is the policy of Our Lady and Saint Patrick's Primary School to try to deal with all behavioural issues in an active positive way, employing a wide range of strategies. However, should the need for exclusion arise, following a sustained period of unacceptable behaviour or a single case of an extremely dangerous and/or violent act, the school will adopt the following recommended approach:

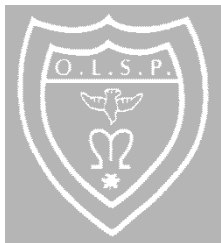
- The child will be excluded, initially for a period of 1 - 3 days
- Parents, guardian or carers will be notified immediately by telephone and asked to remove the child from the school
- They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure
- The Chairman of Governors will be notified at the time exclusion is decided, as will the appropriate agencies of Devon County Council e.g. Attendance Service.
- Plymouth CAST will be notified
- The school will also work to put in place a support programme for the pupil on his/her return.
- The package will include input from staff at the school, parents, school support team, attendance service and if deemed appropriate, the child.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a Child Protection issue, the school will continue to monitor the situation and work closely with that agency. In that event the School's Safeguarding policy will apply.

It is hoped that in most cases following an exclusion, the child will be able to return to school with a more positive attitude and a subsequent improvement in behaviour.

Vulnerable learners – students for whom guidance gives particular protection

- **Pupils with special educational needs:** Guidance is that schools should avoid permanently excluding statemented students, other than in the most exceptional circumstances. Schools should also make every effort to support students deemed to be or to potentially be SEN of the SEN Code of Practice, including those undergoing assessment for a ECP.
- **Disabled pupils:** Schools have a duty under the Disability Discrimination Act 1995 not to discriminate against pupils by excluding them from school because of behaviour caused by their disability. Discrimination is seen as occurring where a disabled pupil is treated less favourably than other pupils for a reason relating to their disability, without justification.
- **Discrimination:** can also occur where a school fails to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.
- **Students from racial minorities:** The law places specific duties on schools to ensure they do not discriminate against pupils on racial grounds. Schools should monitor and analyse exclusions by



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ethnicity to ensure they do not treat some groups of pupils more harshly than others. Schools are required to assess whether policies that lead to sanctions, including exclusion, have a disproportionately adverse impact on pupils from particular racial groups. If an adverse impact is identified that cannot be justified, then the policy and practice should be reviewed.

- **Children in care:** Exclusion of children in care should be an absolute last resort. Before exclusion schools, in conjunction with the LA, should first consider alternative options for supporting the child. No child in care should be excluded without discussion with the LA and the School Advisor at Plymouth CAST.

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Steps taken to avoid exclusion

Children whose behaviour is causing concern are the children who regularly fail to respond to the expectations set out in the Behaviour Policy. At this stage the class teacher should alert the Head to these concerns and a decision should be reached about the best course of action to be taken.

Teachers of the younger age groups need to be aware that the policy is there to support all children and to act as a deterrent to all children who regularly breach reasonable expected standards. If the agreement is to place the child on the behaviour register the procedures outlined below should be followed:

Preliminary Step

The Headteacher gives a verbal warning to the child, who is placed on a behaviour chart for two weeks.

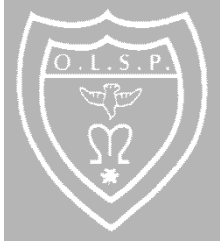
The teacher will use the circle time and other strategies to reinforce the behaviour policy of the school. #

Level 1 ~ consists of the following procedures:

1. The Headteacher gives a formal warning to the child and informs the parent by letter that the school has concerns about their child's behaviour.
2. A copy of the exclusion policy is sent to the parent and a request is made for the child's parents to meet with the class teacher. At the meeting parents will be informed that their child's behaviour will be monitored closely. At this level the child will be rewarded for following class and school rules in line with the school's Behaviour Policy.

An Individual Support Plan will not be written at this stage.

3. The Headteacher will regularly monitor the situation and subsequent behaviour of the child with a review after six weeks to determine the progress made.
4. The Headteacher will monitor the situation reviewing after six weeks. If improvements are seen a decision will be made to remove the child's name from the Behaviour register or to keep it there



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subject to further improvement. At this stage the child will be given positive acknowledgement of the improvements being seen. At the end of a term the child will either be taken off the register or moved to Level 2.

Whilst the child is at Level 1 her/his name will not be added to the register of special educational needs for Emotional Behavioural Difficulties. [EBD].

Level 2 ~ consists of the following procedures:

1. The Head teacher writes to the parents informing them of the decision to move the child to Level 2 and the reasons for it.
2. The Headteacher requests a meeting with the parents, giving suggested times.
3. At this stage the SENCO is involved and the child is placed on the Schools SEN register at School Action for EBD and an Individual Support Plan will be written with parent's support and agreement. The child is placed on a positive rewards system, which takes the form of positive behaviour chart. These charts are available from the SENCO and are designed to enable the child to experience success over small manageable units of time.

This system is communicated to the child and the parent by the class teacher.

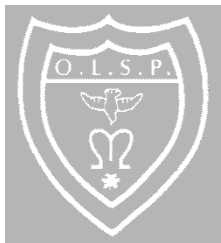
4. After half a term the child's behaviour is reviewed. If improvements are seen the child will be told and rewarded. However at this point the child should not be moved back to Level 1. The remaining half term should be viewed as a period of consolidation of the acceptable behaviours. If after the term the child has continued to show signs of improvement her / his name should be transferred to Level 1 for a further monitoring period then removed. At all stages the parents should be kept fully informed and involved.

5. Where no / or little improvements are reported the child will be placed on Level 3 of the policy.

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Level 3 ~ consists of the following:

1. At this stage the approach towards supporting and modifying the behaviour should still remain positive. The class teacher must make sure that the child's Individual Support Plan [ISP] is realistic and that all support provided is well documented.
2. The documentation should reflect all the strategies being implemented by the school. This documentation is ISP for the child.
3. If no improvement is seen after half a term the child will be placed at SA+ on the SEN register and a referral made to the EBD service.
4. Parents will be kept informed at all times either by the class teacher as a child's stage of SEN changes and by the Headteacher when the level of need for the Behaviour Exclusion Policy is reviewed.



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5. Prior to placing the child at level 4 the Headteacher will inform the parent in writing that exclusion is imminent.

Level 4 ~ consists of the following:

1. A child who is already placed at level 3 of the schools Behaviour Policy (Exclusion) is receiving a great deal of support, however this should not interfere with the schools decision to exclude a child if the child's behaviour is unacceptable.
2. A child is placed at level 4 when the Headteacher implements exclusion.

Reasons for excluding a child placed at level 4 on the schools Behaviour Register

Parents and children are made aware at the start of the process that failure to modify and control anti-social behaviour in school will result in fixed term exclusion from school. As the child progresses through the stages the likelihood of the exclusion rises.

Parents of children at Level 3 of the policy, who are not complying with school rules will be sent one warning letter stating that the behaviour changes needed are not in evidence. Part of this letter will explain that one further unacceptable incident will result in an exclusion of between one and three days.

Exclusion from school is a serious step to take however this step is sometimes the only course of action available to the school. Actions for exclusion from the school day should be implemented when a child is responsible for any of the following actions.

- **physical assault on another child or member of staff.**
- **constant disruption to the education of other children.**
- **regular breaches of the schools behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.**
- **deliberate and wilful damage to school property.**

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.*

Excluding a child not on the Behaviour Register

Occasionally a child not listed on the Behaviour Register seriously breaches the schools Behaviour Policy.

In these circumstances, after a thorough investigation by the Headteacher, consideration will be given to the use of a one to three-day fixed term exclusion in order to show the child that the school will not tolerate such actions.* Similarly the parents of any other parties involved will be made aware, by letter of the course of events and action taken by the school.



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** The Headteacher may consider that the behaviour of a child poses a serious threat to the safety and welfare of others. If this is the case a longer period of exclusion will be implemented and a meeting of the Senior Leadership Team will be convened to consider the possibility of a permanent exclusion. The school will provide work for the child to complete at home.*

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Staged returns to school

Consideration should be given to the staged return of a child into school. If this is considered to be a suitable course of action it should be noted in the IEP. However the school recognises that this type of arrangement is one which can only be entered into voluntarily with the child's parents.

If agreement is given the re- integration plan will be carefully staged and monitored by the Headteacher. At all times work will be provided for the child to complete when not in school and free school meals provided in the form of sandwiches.

Exclusion at lunchtime

All parents and children should be made aware that inclusion in lunchtime is dependent on the schools ability to reasonably supervise children. If a child regularly presents behaviour difficulties which cannot be regulated by normal school sanctions the Headteacher must consider implementing lunchtime exclusion.

Prior to implementing exclusion the Headteacher will warn the child and will write to the parents expressing the school's concerns. Children who are entitled to free school meals will be provided with sandwiches if this is the wish of the parents.

Policy documents in school, which support this policy.

- The SEND policy and procedures.
- The Whole School Behaviour policy.
- The Single Equality policy.
- The Anti-bullying policy.
- The PSHE policy, in particular circle time.

Initiatives that support the child

- Thrive
- SEAL
- Rainbows
- Support Therapy or PAT Dogs
- External Family Support Worker

Agreed at: FGB 5th December 2016 **Review Date:** December 2017 **Signed:** Chair of Gobs

APPENDIX 1 FLOWCHART FOR EXCLUSION PROCESS