



# New Marston Primary School



## Exclusion Policy

The Governors and staff of New Marston recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals

### Introduction

We have developed our present exclusion policy to ensure clarity and fairness, and to allow sensible decisions to be made in response to circumstances and individuals. Its main aim is to protect students and keep classroom disruption to a minimum.

New Marston Primary School actively seeks to provide an environment where all members of the community are safe from harm. As such, the school takes a robust approach to any individual that violates our behaviour or anti-bullying policies.

This is a school where human rights are respected; as such, the responsibility to maintain high levels of behaviour lies with all members of the school community. The school acknowledges its legal duties under the Equalities Act 2010 in relation to all protected groups including SEND and will always take their circumstances into account. As an inclusive school, we seek to avoid excluding any student and especially students in receipt of the Pupil Premium Grant and members of other protected groups including SEND.

### Policy Background

This policy is under continuous review by the Senior Leadership Team and the Governors of New Marston Primary School. This policy has been written with reference to the *DFE guidance on Behaviour & Discipline in Schools* and *Statutory guidance for maintained schools, academies and student referral units on the exclusion of students*.

The Head Teacher normally makes the decision to exclude. In the Head Teacher's absence, the Deputy Head Teacher is nominated to make such decisions.

An exclusion is a significant matter for students and for their parents and will only take place as a result of behaviour which represents a serious breach of our Behaviour Policy, which can be found on the school website.

**Fixed Term Exclusion (FTE)** – Fixed term exclusions can range from 1-5 days and from day 6 the school will provide alternative education.

**Permanent Exclusion (PEX)** – Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school’s behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The behaviour of students outside school can be considered as grounds for exclusion. This will be a matter of judgement for the Head Teacher in accordance with the school’s published behaviour policy.

### **Behaviour which may lead to exclusion**

- Persistent misbehaviour as detailed in the behaviour policy
- Fighting (severe or unprovoked)
- Persistent refusal to follow instructions
- Destroying of classroom
- Larger impact vandalism
- Bullying (repeated)
- Extreme and persistent disruption of learning
- Verbal abuse of adult (swearing)
- Physical assault of adult

Repetition of such offences will result in longer fixed term exclusions and may lead to permanent exclusion.

Serious incidents of misbehaviour may lead to immediate permanent exclusion. This could take the form of a one off serious incident or cumulative poor behaviour over time.

### **Procedures**

- Incidents likely to lead to an exclusion are reported to the Inclusion Coordinator, Deputy Head Teacher or Head Teacher. Written accounts giving details of the incident are required, including witness statements. (Form L)
- The Head Teacher (or Deputy Head Teacher) makes the decision whether or not to exclude and for how long. They complete form Fii.
- If a student is to be excluded, a letter is written to parents (Form I) and the student is informed. The parent/carer is phoned to inform them of the action taken. The letter includes the date and time of the readmission meeting.
- The class teacher will prepare a pack of work to be completed during the exclusion.

Readmission meetings are led by the Head Teacher, Deputy Head Teacher or Inclusion Coordinator and may be attended by the relevant Key Stage Leader, class teacher. The child and their parent/carer must attend.

When students are readmitted to school a reintegration programme is discussed in order to support the student. This may include:

- A daily report card (Form A)

- Gradual reintegration to lessons using the Rainbow Room
- The introduction of a peer mentor
- Referral to the school's learning mentor
- Referral to external support agencies
- A reduced timetable
- Restorative meetings between conflicting parties

Students and their parents/carers will be asked to sign a document outlining student and school commitment to this process (Form J). A copy will be given to parents/carers.

Students are expected to participate fully in the readmission process in order to show that they have taken responsibility for their actions and show a commitment to improve. Should a student be unwilling to do this, the student may face a further exclusion.

If a student is permanently excluded, a panel of the school's Governors will meet promptly to consider the decision to permanently exclude. This panel will examine the reasons for the decision and will look at appropriate evidence, such as the school's records, witness statement and the strategies used by the school to support the student prior to permanent exclusion, if applicable. The student and their parents/carers will be invited to the panel. If the panel does not decide to reinstate the permanently excluded student, the family have the right to appeal the decision, full details of which will be given to the student and their parents/carers.