

Exclusions Policy

Overview of contents of this policy

1. Rationale
2. Terminology
3. Introduction
4. Promoting good behaviour
5. Consequence
6. In-school exclusions
7. Fixed period exclusions
8. Exclusion procedure
9. Permanent Exclusion
10. Discipline and physical contact
11. General factors
12. Review

Safeguarding Statement: The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality Statement: We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Author: Deputy Headteacher

Appropriate Governing Body Committee: FGB

Date: March 2025

Review Date: April 2026

Date approved: March 2025

Signed: 

1. Rationale

This document deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

2. Terminology

This policy uses the word 'exclusion' which indicates both suspensions (fixed-term exclusions) and permanent exclusions.

3. Introduction

The decision to exclude a pupil will be taken in the following circumstances:-

- In response to a serious breach of the School's Positive Behaviour and Relationships Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

4. Promoting good behaviour

All pupils in a school benefit when behaviour is good. High standards of behaviour are important in helping children to feel safe and learn well, and parents and carers play a key part in this. The government advises schools to focus on promoting positive behaviour, helping to build self-discipline and encouraging respect for others. But schools also need consequences to deter pupils from misbehaving.

5. Consequences

If a child does not follow the agreed rules then consequences may be imposed. Consequences will include:

Stage 1-3	Examples	Strategies
Quiet Reminder Second Chance Reflection Time	• Inappropriate behaviour could involve: • fiddling with equipment/tapping; • not listening; • talking when you should not be; • name calling; • shouting out; • making fun of people/mimicking; • drawing or doodling when you should not be; • climbing on objects in the classroom; • flicking or tossing objects; • pulling hair or touching others unkindly; • singing/humming; • sulking when being spoken to by an adult; • rocking on your chair; • blaming other or not owning up; • not lining up or walking in line properly; • distracting others; • bad language; • disrespectful	Quiet reminder to the child, expectations made clear of what needs to happen. If poor behaviour continues, class teacher should refer to the reflective statements and questions for undesired behaviour aiming to get the child back on track as part of a 'second chance'. Use 'reflection time' within own class or in parallel year group class or supervised communal area. Welcome the child back using restorative approaches after this period and make a fresh start. Record incidences of

	behaviour; • getting out of seat; • squabbling; • making silly noises; • encouraging others' poor behaviour; • 'winding others up'; • insubordination (answering back; refusal to complete work; failure to accept consequences)	'reflection time' on monitoring sheet at Appendix 2 Always making it clear that it is the behaviour and not the child that is the problem.
Stage 4	Examples	Strategies
Time In (Intervention by SLT)	Persistent low level disruption as described above may be escalated to SLT if a child fails to respond to intervention at earlier stages. Serious misconduct which might instigate immediate involvement by SLT includes: • Racism and racist comments; • Sexist and/or sexualised comments; • Homophobic comments or behaviour; • Bullying - targeting the	• Such incidents usually require SLT to inform parents and a record will be kept. • A meeting may be necessary to discuss the issue with parents. • Referral to support staff or outside agencies for repeated incidents. • Seclusion, suspension or permanent exclusion

	same child repeatedly; • Physical violence (including intentionally throwing things and biting) • Threatening behaviour (abuse, swearing, spitting) • general aggression) • Stealing; • Fighting; • Compromising their own safety or the safety of others (e.g. walking out of the building) • Anything involving any prohibited items; • Bringing the school into disrepute;	
--	---	--

6. In-school seclusions

If children do not respond to these consequences they may have an 'in-school seclusion'.

This will involve them working in a class other than their own. Work is provided by their class teacher and the child will usually work in a reciprocal class for a period of half a day /one full day.

7. Fixed period exclusions

A child who has seriously broken school rules or if allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils may be excluded from school for a fixed period of time.

Examples of this behaviour may include:

- Verbal abuse to staff and others / Verbal abuse to pupils
- Indecent behaviour
- Physical abuse to/attack on staff/ pupils (example fighting causing harm)
- Damage to property
- Theft
- Threatened violence against another pupil or a member of staff
- Unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil's behaviour
- Misuse of illegal drugs or other substances.

8. Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DFE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a statutory assessment. The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over 5 days, but not over 15 days, in a school term, where a parent has expressed a wish to make representations.

- Following exclusion parents are contacted immediately where possible.
- A letter will be given by hand to the parent or sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LEA as directed in the letter.
- A return to school ('Fresh Start') meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate.
- If the fixed term exclusion is greater than 5 days or an accumulation of exclusions exceed 5 days, a Pastoral Support Plan will be drawn up. This needs

to be agreed with the school, pupil and parents. Dorset Inclusion Services has an agreed plan of action and assists schools with the facilitation of this process.

- During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

9. Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - Serious actual violence against another pupil or a member of staff
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 193 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
 - Arson

The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

10. Discipline and physical contact

Teachers can't punish pupils physically, but can physically restrain them where it's necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption. See Positive Handling Policy for further details.

11. General factors

Bincombe Valley Primary School considers before making a decision to exclude.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned.

Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Positive Behaviour and Relationships Policy and Equality Policy
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, exclusion will be the outcome. Making the decision to exclude either for fixed term or permanent is not one to be taken lightly and will be treated as such by all involved.

12. Review

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Bincombe Valley Primary School.