



Oxenhope Church of England Primary School

Exclusion Policy



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| A Jones | December 2016 | December 2020 | December 2022 |

School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



Oxenhope CE Primary School seeks to avoid exclusions and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed over time.

This policy should be read in conjunction with the schools positive behaviour policy.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

Exclusion

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, **on the balance of probabilities**, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

- **Managing serious or persistent problems**
 - We accept that it is the behaviour that is the problem and not the child.
 - The behaviour of children giving cause for concern will be assessed.
 - Triggers or antecedents established.
 - Individual programmes will be planned to help modify inappropriate behaviour
 - The child may be referred to the Behaviour Support Service for some extra support, e.g anger management training.
 - Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Individual Education/ Behaviour Support Plans

These will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices. They will:

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;
- Emphasise teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc;
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour;

Classrooms

Teaching and learning must be able to take place undisturbed in classrooms.

If this is prevented from happening by an individual or group, the behaviours must be tackled.

The aim of our positive behaviour management policy is:

- to help pupils realise the appropriate behaviour and provide strategy/guidance on putting it right
- to promote positive behaviour
- to help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour.

To support good behaviour we have a clear process that is shared with the children. The school rules apply across all aspects of life in school. These are regularly reinforced to ensure that the children

are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole school.

Types of exclusion

1. Fixed term exclusion

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

- Violence towards an adult or child (which is deliberate and/or causes serious injury)
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)

2. Permanent Exclusion (formerly known as being 'expelled')

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly.

Only the Head Teacher can permanently exclude a pupil or a named deputy if the Head Teacher is out of school. The Headteacher may decide to permanently exclude a pupil only when s/he is sure that:

- the pupil has seriously breached the school's behaviour policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

3. Internal Exclusion or Isolation

It is the decision of the school's senior leaders as to whether to implement an internal exclusion. This will mean that the pupil will remain in school but work in isolation with a member of staff for the remainder of the day. Parents will be informed of an internal exclusion.

Conclusion

There is a formal process for all exclusions (except Internal) and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA officers. One part of this process is that parents/carers must be informed in writing of all Fixed Term or Permanent Exclusions. As this letter is a legal requirement, we have amended our procedure so that this letter will be sent by email and also by recorded (signed for) delivery.

Parents are able to seek advice if they have concerns, and may also contact the school's governors following an exclusion if they wish to.

Parents of all pupils who are excluded on a fixed-term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed.