



# Ascot Heath Infant School

## Exclusion Policy 2018

*"Confident learners in a happy, safe and secure environment"*

Ascot Heath Infant School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of the above policy as it is the governors' aim that no-one at Ascot Heath Infant School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds. We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school. Under the current leadership team there have been no exclusions since 2007-8. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some rare situations, exclusion may be necessary, if all other strategies have been exhausted.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

- Safeguarding
- Behaviour Policy
- Anti-Bullying Policy
- Physical Intervention Policy
- E-safety policy

The school's policy has regard for the DFE exclusion guidance for schools: "Exclusion from maintained schools, academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion" or its successor guidance, will be strictly adhered to if this becomes necessary. This can be found at:

<https://schools.bracknell-forest.gov.uk/wp-content/uploads/exclusions-from-maintained-schools-academies-and-prus-in-england-2017.pdf>

The Governing Body will follow the Bracknell Forest Exclusion Process as set out on the School Management area: <https://schools.bracknell-forest.gov.uk/education-and-learning/safeguarding-and-inclusion-team/safeguarding-and-inclusion-useful-documents/>

The Full Governing Body will appoint annually an Exclusion Committee of at least three governors who will carry out the Governor duties as laid down by the DFE and will consider their Terms of Reference to be as the governor responsibilities as set out in the above document.

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion include:

- Deliberately harming another child or adult
- Persistently refusing to obey an instruction from an adult
- Destroying property,
- Using offensive/ aggressive language or behaviour to another child
- Behaving in such a way as to prevent others from learning

Sanctions will come into immediate force and parents will be contacted by telephone. If this behaviour continues the child may be excluded from school for a set period and ultimately may be permanently excluded. Any exclusion will be at the decision of the Head Teacher, in consultation with the Governing Body, as appropriate.

### **Temporary exclusion**

A temporary exclusion should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

### **Persistent or cumulative problems**

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These strategies are outlined in the Behaviour Policy.

### **Single incident**

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head Teacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

If necessary the Head Teacher will consult the Chair of the Governing Body and Deputy Head Teacher.

### **Permanent exclusion**

A permanent exclusion is a very serious decision and the Head Teacher will consult with the Deputy Head Teacher and Chair of the Governing Body before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Persistent bullying
- Persistent racial harassment

### **The decision to exclude**

If the Head Teacher decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the pupil
- contact the parents, explain the decision and ask that the child be collected
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion
- the length of the exclusion and any terms or conditions agreed for the pupil's return
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked

- plan how to address the pupil's needs and integration back into their class on his/her return
- plan a meeting with parents and pupil on his/her return.

### **Safeguarding**

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

### **Behaviour outside school**

Pupils' behaviour outside school on school business e.g. on school trips, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

### **Pupils with special educational needs and disabled pupils**

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Disability Discrimination Act 2005 as amended not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head Teacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

### **Marking attendance registers following exclusion**

When a pupil is excluded temporarily, he/she should be marked as absent using code E.

### **Managed move**

In cases where the Head Teacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably the Head Teacher may require the parents to remove the pupil at the end of a term. This is not exclusion and in such cases the Head Teacher may assist the parents in placing the pupil in another school.

### **Removal from the school for other reasons**

The Head Teacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

### **Procedure for appeal**

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through LA appeal procedure.

*Special Note.* If poor behaviour is due to an EBD difficulty, the SENCO or BEST should be involved in target setting using an IEP or PSP to help those children who may have a specific need in behaviour.

## Use of physical intervention

Physical intervention will only be used in situations where the behavior of a child is deemed to put the safety of themselves, their peers or an adult at risk of serious harm. This may include:

- removing disruptive children from the classroom where they have refused to follow an instruction to do so
- preventing a pupil behaving in a way that disrupts a school event or a school trip or visit
- preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restraining a pupil at risk of harming themselves through physical outbursts.

The use of physical force will take due regard of the recommendations in: "Use of Reasonable Force" DFE advice July 2015 this can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

All members of school staff have a legal power to use reasonable force<sup>1</sup>.

This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

<sup>1</sup> Section 93, Education and Inspections Act 2006

## Document Management and Control

Initial Issue Date:	September 2010
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Amendments Made at Last Review:	Updated links to Bracknell Forest and Government documents including a link to BFC Exclusion documentation and guidance for Governing Bodies.