



## South Cave CE Primary School

### Exclusion Policy

This policy should be read in conjunction with our Behaviour Policy, Anti-bullying Policy, SEN Policy, Inclusion Policy, Child Protection Policy, Physical Intervention Policy, Attendance Policy, DDA (Disability Discrimination Act) Policy, Health and Safety Policy.

#### **School Ethos**

South Cave Primary is a very inclusive school. It works hard to meet the needs of all children. The happiness and welfare of all pupils is paramount. The promotion of positive behaviour is at the heart of the school. The school believes that exclusion is **not** helpful in the promotion of good behaviour. Therefore, fixed-term periods of exclusion from school will only be used as a last resort for significant incidents. If a child is at risk of exclusion there will be a programme of pastoral support and multi-agency working. Permanent exclusions will only happen if the school has tried everything possible and risk assessments show that having the pupil in school is too high a risk to the safety and well-being of other pupils and staff.

The school will follow the Government's guidance and procedures for exclusion. (See flowcharts in appendix, visit 'Teachernet' website – Exclusions for procedures and sample letters etc.)

#### **Individual Behaviour Plan (IBP) / Personal Support Plan (PSP)**

For those children whose behaviour suggests that they may be in danger of a permanent exclusion, an Individual Behaviour Plan or a Personal Support Plan will be put in place. This will involve parents, the child, other agencies including EIS (Education Inclusion Service) as well as relevant school staff in developing strategies that can support the child in acquiring appropriate skills.

Children who have an IBP or PSP will be regularly monitored to ensure that there is a consistent co-ordinated approach in meeting the needs of the child. The Lead Behaviour Person from school will attend any multi-agency meetings and meetings with parents/carers with regards to the identified children.

Records of concerns and agreed action are kept in the records file in the secure cabinet located in the assistant head teacher's office which is referenced in the children's SEN and/or SEBD records, as appropriate.

#### **Role of the Class teacher**

Teachers have the duty of pastoral care for all of their pupils. The promotion of positive behaviour in a caring environment is essential. Teachers must know their pupils well, especially those with social, emotional and behavioural difficulties. They should seek guidance and advice from the SENCo/Behaviour Leader. It is imperative that all staff follow the school's behaviour policy to ensure a consistent approach.

They need to plan ahead and try to pre-empt situations which are likely to cause difficulties for the child. At the first sign of problems, it is vital that de-escalation strategies are used. **Don't fight fire with fire!**

The safety of the other children and minimum disruption to learning are essential.

Send for assistance if you feel that a situation is escalating, or a child is out of control.

### **Physical Intervention**

If a child is:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property (including the child's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

then physical intervention may be an appropriate response to prevent them from doing or continuing to do any of the above.

(Section 550A of the Education Act 1986)

Only staff who have been trained using the Team-Teach principals should use physical intervention.

Staff who are currently trained are: A Worthington, C Page, M Cram.

### **Sanctions**

Following a significant incident in school, it may be necessary to remove the child from the class for an agreed period of time. This is to allow the child to calm down, reflect upon their behaviour and in discussion with the most appropriate adult/s review strategies to try to avoid a repeat of the behaviour. A record of this incident should be kept and given to the head teacher/ assistant head teacher.

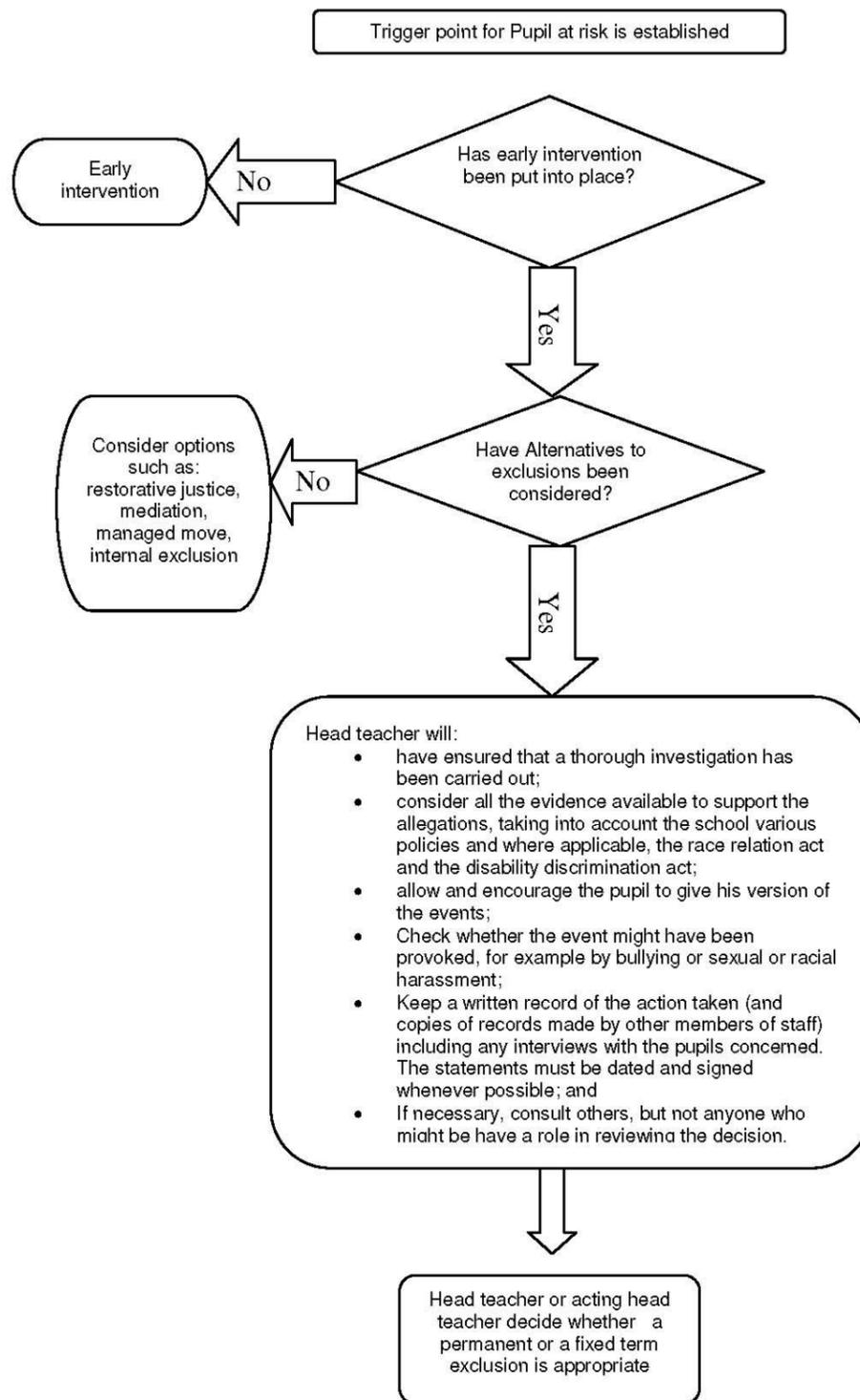
The child will also need help in making amends / putting the wrong right. Depending upon the age and ability of the child, missed work should be completed when they are ready and able.

Staff should also meet to review the significant incident and reflect on any necessary changes to Individual Behaviour Plans. Staff also need to consider their own reaction to the incident.

Parents/carers should be kept informed and be fully involved in the development of behaviour plans. In the majority of cases, families will need support in managing the child's behaviour at home.

If the child attends 'out of school' care before or after school then the appropriate setting will be invited to work with the school on managing and improving the child's behaviour by agreeing and adopting the same strategies.

Reviewed 2018



Head teacher or acting head teacher decide whether a permanent or a fixed term exclusion is appropriate

Reviewed 2018

**Decision:** Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

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**Contact parent:**  
The head teacher

**Contact parent:** The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

**Lunchtime exclusion:** Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6<sup>th</sup> day duty to provide full-time

**Exclusion during morning session:** the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

**Exclusion during afternoon session:**  
- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.  
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

**Written notice:** The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

**Educational provision during the exclusion:**

- The school has a duty to arrange suitable full-time educational provision from and including the 6<sup>th</sup> consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1<sup>st</sup> day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.

**Reintegration interview:**

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

**Primary:** School **must** offer a reintegration interview after any exclusion

**Secondary:** School **must** offer a reintegration interview for an exclusion of 6 or more school days.

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Exclusion Policy  
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If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.

