



Olveston CEVC Primary School Policy for Exclusion of Pupils

The following staged approach to discipline will be used where there is a build up of unacceptable behaviour over a period of time, although there should be no assumption that a pupil will automatically move from stage to stage. If behaviour does not improve with the support outlined in this document, a child will move to a higher stage of the procedures. It is important in implementing this approach that careful consideration is given at each stage to the action to be taken, not only the sanctions which are necessary to modify pupil behaviour, but also the support a pupil requires to meet their educational needs.

Particular consideration should be given where special educational needs are identified: the procedure includes consideration of the link with the various stages of the Code of Practice and its programme of Individual Education Plans with targets and appropriate action. If fixed term or permanent exclusion is contemplated for a pupil with special needs, and for whom the advice of an external agency has already been sought, contact should be made with the school's Educational Psychologist to consider whether a statutory assessment should be undertaken with the view to a child being made the subject of a statement.

This policy should be read in conjunction with the Inclusion Policy and Behaviour Policy.

STAGE A

- Head discusses pupil with staff concerned
- Head considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the stages of the Code of Practice is appropriate, possibly as an alternative to Staged Discipline Procedure, and/or whether outside agencies might be involved
- If Staged Discipline Procedure is appropriate, Head sees pupil; advises him/her formally that he/she is at risk of exclusion from school
- Head writes home, advising parents/carers that he/she is informing Chair of Governors that child is at risk of exclusion from school. Copies of letters to Chair of Governors or nominated Governor and Principal Educational Welfare Officer (EWO)
- A Pastoral Support Plan is considered and written if this is felt necessary to aid the behaviour of the child.
- Head sees parents/carers.

STAGE B

- Head discusses pupil with staff concerned
- Head sees pupil; advises him/her formally that he/she is at risk of exclusion from school
- Head writes home, advising parents/carers that he/she is informing Chair of Governors that child is at risk of exclusion from school. Copies of letters to Chair of Governors or nominated Governor and Principal EWO
- The Pastoral Support Plan is reviewed and updated adding new or changed targets and strategies, this may be on the advice of the SENCO or outside agencies involved.
- Head sees parents/carers.

STAGE C

- Discussions in school about pupil
- Head considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the stages of the Code of Practice is appropriate, possibly as an alternative to Staged Discipline Procedure, and/or whether outside agencies may be involved
- If Staged Discipline Procedure is appropriate, Short Fixed Term Exclusion (up to 5 days) implemented; Head sees pupil; explains reason for exclusion
- If possible, Head contacts parents/carers by telephone; invites them in to school to explain reasons for exclusion; parents/carers take pupil home
- Head writes home to parents/carers. Copies; Principal EWO, Chair of Governors
- Home visit by EWO (in cases where requested by parents/carers or pupil is on officer's current caseload, or where parents/carers are making representation to the LA)
- Head considers appropriate action on a pupil's return to school, including any clarification of expected behaviour and consideration of provision to meet pupil's needs

STAGE D

- Discussions in school re continuing misbehaviour
- Reference will be made to the Pastoral Support Plan and targets reviewed against the behaviour.
- Head considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the Stages of the Code of Practice leading to referral to, for example, the Educational Psychology Service and the Pupil Referral Service is appropriate
- If Staged Discipline Procedure is appropriate, Longer Fixed Term Exclusion (up to 10 days) or where the cumulative total of exclusions is 10 days or more in any one term. Head explains position to pupil
- Parents/carers invited to school to discuss reasons for exclusion; take pupil home. Parents advised that a Governor's disciplinary panel will be convened
- Head writes to parents/carers, setting out reasons for exclusion. Copies to Principal EWO, Chair of Governors, members of Governors sub-committee
- Governors' sub-committee meets with parents/carers, pupil, school staff, EWO, to discuss child's future. Assurances as to future behaviour sought
- Head considers appropriate action on a pupil's return to school, including any clarification of expected behaviour and consideration of provision to meet pupil's needs

STAGE E

- Permanent exclusion. Education Service Procedures apply
- In normal circumstances, the pupil will be present throughout, unless the parents wish otherwise
- The Headteacher will be invited to explain the reasons for the decision and to give details of the action taken by the school to investigate the alleged incident
- If appropriate, details will also be provided of what steps the school has taken to deal previously with a pupil's behaviour and if any other agencies have been involved (i.e. permanent exclusion is the last resort)

- An opportunity will then be provided for all present to ask clarifying questions (i.e. to ensure that the details are clear but not to enter into debate as to whether the school acted appropriately)
- The parents/carers will then be invited to put to the Governors and the LA anything they wish to be taken into account, including whether or not they feel that matters have not been dealt with fairly or any other circumstances
- An opportunity will be given for all to ask any questions of the parents/carers or pupil which are relevant or appropriate to the alleged incident or incidents.
- The Governors will then reach their decision independently (i.e all others should withdraw, including the LA representative)

FOR PUPILS WITH STATEMENT OF SPECIAL EDUCATIONAL NEEDS

Where a pupil with a Statement of special need receives a fixed term exclusion, the relevant Case Officer in the Special Education Section will be sent copies of all relevant documentation.

Where a permanent exclusion is being contemplated for a pupil with special educational needs, consideration will be given to whether it would be appropriate to forward an Annual Review prior to any decision on exclusion. (This would clearly not apply in an emergency situation.)

Glossary of Terms

FIXED TERM EXCLUSION: A fixed period exclusion means that the pupil has been excluded for a predetermined number of school days. The Education Act 1997 sets a limit for fixed period exclusions of up to 45 school days in a school year.

PERMANENT EXCLUSION: Permanent exclusion means that the Headteacher has decided a pupil should not return to the school. The decision is made by the Headteacher but is subject to consideration by the Governing Body of the school and the LA; both have the individual power to overturn that decision and reinstate a pupil.

All evidence relating to the Exclusion of a child must be written, signed and dated. It should give an accurate and objective account of the events leading to the exclusion and specific reasons.

STAGED DISCIPLINE PROCEDURE: This is the term for stages A to E and gives detail to the escalation of disciplinary actions.

PASTORAL SUPPORT PLAN: This is a plan to support any child who is at risk of exclusion. The plan will include targets and methods of support.

INDIVIDUAL EDUCATION PLAN: This is a plan to support any child with Special Educational Needs and provides targets for next steps in learning along with a programme of support.

CODE OF PRACTICE: This relates to the Special Needs assessment system to identify those children with additional learning needs.

SENCO: This stands for Special Educational Needs Co-ordinator.

Signed

Date

Date for Review: April 2012