



Christ the King Catholic Primary School

Exclusion Policy



Christ the King Primary School

- ✦ To live & learn together in harmony.
- ✦ To grow & develop in Christ.
- ✦ To reflect God's love in all we do.



The school's Exclusions policy operates in conjunction with other policies including those for Behaviour and Inclusion.

Rationale and Definitions

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:

- Ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed;
- Reduce the need to use exclusion as a sanction.

An exclusion, within this document may be one of three types:

- **Seclusion/Internal Exclusion** (when a student is excluded from normal lessons/being in their class, but remains within the school)
- **Suspension** (when a student is excluded temporarily from the school site)
- **Permanent Exclusion** (where steps are taken to permanently remove the student from the school roll)

Introduction

Ordinarily, students whose behaviour transgresses the behaviour standards of the school will follow the schools sanction system. For further details of the school sanction system, please see the school's Behaviour Policy.

Exclusion is an extreme sanction that will only be used as a last resort and will be avoided wherever possible. In most cases, behaviour which may once have resulted in a suspension, will result in referral to the school's Inclusion and/or Pastoral Care Team where parents are expected to work in an open and honest partnership with the school and external agencies in order to identify causal factors behind the inappropriate behaviour and actively seek ways to remedy them. Where a referral to an external agency has been recommended, parents are asked to support this and work in collaboration with all involved parties so as to prevent exclusion.

With regard to the above, the decision to recommend a student for suspension or permanent exclusion will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy, beyond that which would result in referral to the Inclusion/PCT Team
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Please note, that before a permanent exclusion is considered, a 'Managed Move' may be considered in consultation with the Local Authority, if appropriate.



Responsibility for Exclusion

A suspension is only administered by the Executive Headteacher or the Deputy headteachers (who in the absence of the Executive Headteacher are acting in the role of headteacher)

Causes for Exclusion

Exclusion or suspension, whether internal, fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the school's Behaviour Policy:

* A series of the grounds below or a serious ground or any ground that is acted upon persistently may warrant permanent exclusion.

**Any ground met once warrants either internal or fixed term suspension.

Reasonable grounds

- Breach of the school's Behaviour Policy
- Serious harm to the education or welfare of the pupil or others
- Persistently leaving school premises or attempting to leave without authorisation
- Bringing adults or other young people onto school premises with malicious intent
- Bringing the school into disrepute at a public event and/or online or on social media
- Persistent refusal to co-operate with school staff and/or follow instructions
- Verbal aggression towards staff, pupils or other members of the school community
- Bullying, racial, sexual or other harassment of staff, pupils or other members of the school community including cyber bullying

Strong Grounds

- Serious and/or repeated breach of the school's Behaviour Policy
- Bringing the school into disrepute through inappropriate or dangerous behaviour seriously endangering the safety of others
- Bringing any items on the barred list onto school property (see behaviour policy)
- Carrying, supplying or using an illegal drug on school premises
- Carrying, threatening to use and or using an offensive weapon (including fireworks)
- Attempted arson on school grounds, destruction or serious damage of school property or buildings
- Repeated threats and highly offensive and abusive language towards school staff, pupils or other members of the school community
- Repeated bullying, racial, sexual or other harassment of staff, pupils or other members of the school community including online or on social media
- Acts of aggression or physical violence or threats of violence or aggression towards children or staff including those online or on social media

Any grounds

- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Executive Headteacher makes the judgment that exclusion is an appropriate sanction.

Exclusion Procedures

Seclusion/Internal Exclusion

Internal exclusion will be implemented for a misdemeanour of sufficient seriousness as to warrant a student being removed from lessons, but not so serious as to warrant removal from school. As stated above, all efforts will be made to keep the student in school, so as to support his/her education and it will only be in the most severe circumstances (or a repeat of earlier offences) that will lead to Fixed-Term or Permanent Exclusions. Parents are informed in writing when the decision to internally exclude has been taken.

Suspension

A suspension is of short duration (usually between half a day and five days) and may be necessary if a student commits an offence which meets one or more of the above listed 'Causes for Exclusion'. In the case of suspensions, the Department for Education allows the Headteacher to suspend a student for one or more fixed periods not exceeding 45 school days in any one school year.

Students who have been suspended will be forbidden from attending school, or being in the vicinity of school for the term of their suspension. Under current legislation, parents/carers are obliged to take responsibility for their child if s/he is excluded and ensure that they are not in a public place without good reason during school hours within the first five school days of any suspension. If they do not, the local authority may issue a penalty sanction.

The school will send work home for students who are excluded or arrange for work to be completed on-line. A school computer will be provided if necessary. The school will inform parents immediately by phone call when the decision has been taken to suspend a child on a fixed term basis. This will be followed, subsequently by a letter (within 1 school day) in which the terms of the suspension are set out, together with the time and date of the re-integration meeting. Parents/Carers are also informed that they have a right to make representations to the Governing Body if they wish to challenge the terms of the suspension.

Lunch Time Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the School premises for the duration of the lunchtime period. This will be treated as suspension of half a day.

Permanent Exclusion

The decision to exclude a student permanently is a serious one and will never be taken lightly. In doing so, we recognise that a permanent exclusion may have a serious impact upon a student's life chances. In addition, Permanent Exclusion will not be sought, unless there is an immediate threat to the safety of others in the school or the student concerned.

There are two main types of situations in which permanent exclusion may be considered;

1. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include repeated persistent and defiant misbehaviour.

2. Where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

Reasonable grounds (where a series have been met)

- Breach of the school's Behaviour Policy
- Serious harm to the education or welfare of the pupil or others
- Persistently leaving or attempting to leave school premises without authorisation
- Bringing adults or other young people onto school premises with malicious intent
- Bringing the school into disrepute at a public event
- Persistent refusal to co-operate with school staff, verbal aggression towards staff, pupils or other members of the school community
- Bullying, racial, sexual or other harassment of staff, pupils or other members of the school community including cyber bullying
- Act of aggression or violence towards children or adults
- Placing the school in a position where it cannot reasonably be able to ensure the safety of the child or other children and staff

Strong Grounds (where one or a series have been met)

- Serious breach of the school's Behaviour Policy
- Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others
- Supplying or using an illegal drug on school premises
- Carrying, threatening to use and or using an offensive weapon (including fireworks)
- Attempted arson on school grounds, destruction or serious damage of school property or buildings
- Repeated threats and highly offensive and abusive language towards school staff, pupils or other members of the school community
- Repeated bullying, racial, sexual or other harassment of staff, pupils or other members of the school community
- Act of aggression or violence towards children or adults
- Placing the school in a position where it cannot reasonably be able to ensure the safety of the child or other children and staff

Any grounds

- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

*** The School will consider police involvement and/or referral to Children's Services for any of the above offences if deemed necessary.**

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.

Managed Move

A 'Managed Move' to another educational setting may be resorted to in order to avoid danger of permanent exclusion. It may be used as the culmination of behaviour interventions, when no other has succeeded or, in exceptional circumstances, for a serious 'one off' incident.

'Managed Moves' are administered via the Primary Securing Education Board and only with the agreement of all parties.

It must be noted that if a Managed Move to another school is offered and the parent/carer or student does not accept the new school then the managed move cannot proceed. If on the other hand the school offer is accepted, following an induction meeting, the student will join the 'receiving' school. At the induction meeting the student must promise to fully abide by the rules of the school and the parents/carers commit to offering their full support.

Before deciding whether to suspend or exclude a student either permanently the Executive Headteacher will ensure that:

- Appropriate investigations have been carried out.
- All evidence available to support the allegations has been collated.
- The student has been allowed to give her/his version of events.

If the Executive Headteacher is satisfied that, on the balance of probabilities, the student did what he or she is alleged to have done, suspension/exclusion will be the outcome.

Exercise of discretion

In reaching a decision on temporary or permanent exclusion, they will always look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Executive Headteacher will consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school expectations
- The effect that the student remaining in the school would have on the education and welfare of other students and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors Exclusion Panel when it meets to consider the Executive Headteacher's decision to permanently exclude. This Committee will require the Executive Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's school record, witness statements and the strategies used by the school to support the student prior to permanent exclusion.

The school will inform parents immediately by phone call when the decision has been taken to seek 'Permanent Exclusion' for a student. This will be followed, subsequently by a letter in which the terms of the Exclusion are set out. Parents/Carers are also informed of their rights to attend a hearing with governors regarding the terms of the permanent exclusion.

SEN students and Permanent Exclusion

Whether or not the school recognises that a student has special educational needs (SEN), all parents have the right to request the presence of a SEN expert at an independent

review panel, if governors uphold the Executive Headteacher's decision. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the student.

Request for the governor's decision to be reviewed (a permanent exclusion) where parents dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel.

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Alternatives to Permanent Exclusion

As described earlier in this document and in the Behaviour Policy, alternative strategies to permanent exclusion are always used if possible and the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

Behaviour Outside School

Student behaviour outside school on school 'business' e.g.; school trips, travelling to and from school, secondary school visits or away school sports fixtures etc is subject to the school's Behaviour Policy. Poor behaviour choices that are in conflict with the school's expectations in these circumstances will be dealt with as if they had taken place in school. Serious infringements of the school's Behaviour Policy that occur 'outside of' the school may still lead to a fixed term or permanent exclusion.

Review of Exclusions

The Governing Body will review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent/carer has expressed a wish to make representations.

Re-integration Meetings

Following a suspension, parents/carers are invited into school to attend a re-integration meeting. Under current legislation, parents/carers are expected to attend a reintegration meeting following any fixed period exclusion. Failure to attend may make it more likely that the court will impose a parenting order if the local authority applies for one.

At the meeting, the student will be set specific goals in order to help him/her avoid the behaviour that led to exclusion. Students returning to school following a suspension will, as part of their re-integration, meet with the Pastoral care Team to enable them to discuss strategies to support positive behaviour choices in the future.

It is school practice to place a student returning to school following suspension to closely monitor their behaviour and work and discuss with parents/carers.

If a student has served a suspension of greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan/Behaviour will be drawn up. This will be agreed with the schools Pastoral Care Team (PCT), Inclusion Team, class teacher, pupil and parents/carers.

This policy will be reviewed regularly. It is due to be reviewed in 2026.