EXCLUSIONS POLICY
(STATUTORY)

Date of Policy Issue/Review	**Reviewed 25th November 2020 by Headteacher**
Policy approved/date	**By the Improvements Committee at their meeting on 30th November 2020**
Signature of Governing Body	
Next review	**November 2021**

It is the policy of Newlands Primary School to try to deal with all behavioural issues in an active positive way, employing a wide range of strategies. We acknowledge that where possible exclusions will be a last resort and we understand that this can be a distressing time for all parties concerned.

Types of Exclusion
There are two types of exclusion: fixed period and permanent. The former is limited to a total of 45 days in any one academic year for an individual pupil.

Fixed period exclusions
These are split, procedurally, into:
- fixed period exclusions of under 6 days;
- fixed period exclusions of between 6 and 15 days;
- fixed period exclusions of 16 days and over.

- School is responsible for the setting and marking of work during the first 5 school days of a fixed period exclusion.
  During this period, parents are responsible for ensuring that the pupil is not in a public place during normal school hours, and/or on the school premises for a period of time or permanently.
- Failure to complete work does not constitute a reason for refusing to allow the pupil to return to school.

Permanent exclusion
- The Local Authority will be responsible for arranging suitable full-time education provision from 6th school day of a permanent exclusion.
- It is imperative to inform the relevant LA representative at the earliest opportunity of the decision to permanently exclude.
- Hampshire has an electronic notification form, which is generated from SIMs, which will feed electronically into Hampshire's IT system and avoid the necessity for paper notification forms.

Reasons for Exclusion
This list does not preclude, however, including more reasons, where this is appropriate, in the exclusion letter to parents.

It is important to note that these reasons can include online behaviours and incidents that occur off of the school site and/or out of school hours, if the school is identifiable e.g. it is named, uniforms are worn, individuals are referred to by name etc.

- **Physical assault against pupil or adult**
- **Verbal abuse / threatening behaviour against pupil or adult**
  Including:
  - threatened violence
  - swearing
  - verbal intimidation or aggressive behaviour
  - homophobic abuse or harassment
  - carrying an offensive weapon
- **Bullying**
- **Racist abuse**
  Including:
  - Racist taunting and harassment

- Swearing that be attributed to racist characteristics
- Derogatory racist statements
- Racist graffiti

➢ **Sexual misconduct**
    Including:
    - Lewd behaviour
    - Sexual graffiti

➢ **Drug and alcohol related**
    Including:
    - Possession of illegal or age restricted drugs including tobacco and alcohol
    - Smoking
    - Inappropriate use of prescribed drugs
    - Selling or providing any of the above

➢ **Theft**

➢ **Damage**
    Includes damage to school or personal property belonging to any member of the school community:
    - vandalism
    - arson
    - graffiti

➢ **Persistent disruptive behaviour**
    Including:
    - challenging behaviour or disobedience
    - persistent violation of school rules

Group exclusions

Head teachers should make contingency plans about what to do in the event of a group of pupils being excluded together. It may be desirable to separate them which could be difficult in practice if they were dependent on the same school transport and/or if the school only had limited choice in provision. This suggests that schools should have access to at least two types of provision.

Table of Strategies

The table below is not exhaustive There may be a very serious incident which alone merits exclusion. The following list may not, therefore, be appropriate for all cases but detailed records are still required.

Meetings/ contact with parents/carers of challenging pupils	Parents must be fully aware of behaviour and involved with target-setting and reviewing **along with the child**. School can write to the parents expressing concern and/or invite them to school to discuss problems. Parents and pupils should be aware of possible consequences of behaviour, including exclusion.
Buddying	Could they benefit from being paired up with an older buddy **or** would his self-esteem be raised if they had responsibility for a younger pupil?
Behaviour Plan	The school has initiated an IBP, which involves all those involved, with clear reviewing procedures. Programmes need time to be implemented.
Use of responsibility	Particularly effective in raising self-esteem.
On report	To a member of staff that the pupil will respond to.
Mentoring	By someone that the pupil will respond to –an older pupil, a particular member of the school community or someone from outside the school.

Counselling/ELSA support/ therapist	From a qualified person either in school or out.
Rewarding achievements	Where appropriate, positive reinforcement of good behaviour, in order to boost self-esteem.
Support targeted at times of identified difficulty	Such as unstructured periods and movement between sessions. Could these times, such as break and lunch, be used for alternative activities such as catching up with school work?
Staff training	Staff should be aware of "signs" that may suggest emotional difficulties. Other training needs should be identified through school self-evaluation processes.
Transition work between key stages	Particularly between primary and secondary transfer. For example, identifying in good time those pupils who would potentially find the transition difficult (not necessarily always those with disruptive behaviour).
SEN/ Individual Education Plan	The SENCo has investigated whether or not the behaviour problems could be linked to a learning difficulty and appropriate strategies have been employed.
Consultation with the Educational Psychologist	Not just regarding particular pupils but for whole school support covering a wide range of issues such as developing policies, individual educational programmes etc.
MAT/TAF/ Early Help/Troubled Families	If an individual pupil's behaviour deteriorates to a stage where there is a risk of exclusion or a rising profile of exclusions, schools should consult and involve any relevant agencies for support.
Specific parental support	Schools should be aware of local Parenting Programme initiatives and the Parent Partnership Service.
Outreach from a special school/unit	Some of Hampshire's special schools or units offer an outreach service and/or specialist advice and support.
Use of a sanctuary/ cool down room	Some pupils – especially if issued with "time out" passes – need a location and/or nominated adult for a period of time before reintegration.
The Education Inclusion Service (EIS)	Advice and support can be offered from the EIS, Education Centre Manager or Inclusion Officer. For primary age pupils there is the Primary Behaviour Service to contact for advice and support.
Use of internal exclusion	This should be considered as an alternative to exclusion. This also provides the school with an evidence base of their strategies and identifies the behaviours.
Managed Move	To enable a pupil to have a fresh start in another school should be considered as an alternative to exclusion. This should only be done with the consent of all parties and in accordance with HCC Protocol. Managed Moves can been very successful if planned appropriately.
"Staggered" school day	Some schools arrange on site education for excluded pupils with different start and finish times to other pupils. This practice can continue for pupils on an internal exclusion, but the law requires excluded pupils to be educated off site. Schools could set up an arrangement with local clusters or their feeder schools. It may be practical to use half day exclusion for a few mornings and using 'twilight sessions' for provision.

Unofficial exclusions

Unofficial or informal exclusion refers to headteachers or other school staff sending pupils home for disciplinary reasons, but not following the procedures required to identify the time out of school using formal exclusion. The DfE makes it clear that removing pupils from school sites for disciplinary reasons, without following formal exclusions procedures, is illegal for headteachers or other school staff to do this, even if done with the agreement of parents or carers.

Part time provision, sometimes known as 'twilight' sessions for a number of hours, (less than a full school day), following behavioral incidents, equates to unofficial exclusion. Legal advice raises two areas of concern in respect of the lack of full-time provision;

Full-time Education

KS1	21 hours
KS2	23.5 hours

A timetable is considered part-time or reduced when a pupil does not receive full-time education consistent with their peers.

When might a reduced timetable be used?
School, home and other professionals agree that a short-term (no longer than 6 weeks) part-time timetable would support a pupil to re-engage with learning. This would be used to address and manage the impact of significantly challenging behaviour or emotional or social needs.

It can also be used as part of a planned reintegration into school following an extended period out of school e.g. following exclusion, non-attendance, health needs or school refusal.

School must notify the relevant Inclusion team of the intention to implement a reduced timetable for a pupil, using the web based form at;
https://forms.hants.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-d54c8557-83ac-45f9-8434-ce762a737759/AF-Stage-fb9effc0-1d95-40de-a4e4-d364315df21b/definition.json&redirectlink=/en&cancelRedirectLink=/en

- **C Code** - to be used when a pupil has a part-time timetable that includes sessions which have been mutually agreed not to involve attendance at school or an alternative provision.
- **B Code** - to be used if the pupil is receiving off-site provision, approved by the school (this code should not be used for any unsupervised educational activity or where the pupil is at home doing school work)
- **D Code** - to be used where a pupil is registered at two schools, or an Education Centre. For dual registered pupils the data collection form for children not in receipt of full-time education should be completed by the home school.

Hantsweb HCC Attendance Guidance.
http://www3.hants.gov.uk/education/hias/learning-behaviour-attendance/lba-resources-for-schools/atten-guidance.htm

This policy is supported and superseded by the most recent Department for Education statutory guidance on Exclusion from maintained schools.

https://www.gov.uk/government/publications/school-exclusion