

North Nibley C of E Primary School

School Exclusion Policy

Policy status	Required.
Committee responsible for this policy	Teaching and Learning
Policy initially approved by FGB	Jan 2016
Policy reviewed/amended	January 2020
Policy review term	Triennial
Policy due for renew	December 2023

North Nibley Church of England Voluntary Aided Primary School, formerly the William Purnell Endowed School, was founded in the Eighteenth Century to provide education for the children of North Nibley and the surrounding villages.

Our Vision is to inspire and celebrate learning, achievement, faith and fun.

Ours is a school that works in partnership with the community to enable and equip each child to live life to the full, reflecting the Christian values of our foundation.

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- encouraging participation and a love of learning by offering experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all

This policy supports our vision by making clear that whilst some behaviour is deemed to be challenging, unpleasant and perhaps persistent, ultimately we are required to support all individuals in our school. Re-integration is the aim, forgiveness is always possible and hope should be a way of life.

A Biblical Perspective: Psalm 73:26

“This is what the Lord, the God of Israel, says: ‘Like these good figs, I regard as good the exiles from Judah, whom I sent away from this place to the land of the Babylonians.’”

North Nibley C of E Primary School seeks to avoid exclusions and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed overtime.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, including a timetable for a review of progress and which could include working in partnership with other agencies. Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of the "School Discipline and Pupil Behaviour Policy". A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following, and must be applied consistently;

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

Through staff induction, the publication and review of this document, all members of staff, supply teachers and parents/carers are made aware of the school's policy on exclusion.

Exclusion

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, **on the balance of probabilities**, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

Managing serious or persistent problems

- We accept that it is the behaviour that is the problem and not the child.
- The behaviour of children giving cause for concern will be assessed.
- Triggers or antecedents established.
- Individual programmes will be planned to help modify inappropriate behaviour
- The child may be referred to other agencies for some extra support, e.g. anger management training.
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Individual Behaviour Support Plans

Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices. They will:

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;
- Emphasise teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to the Head Teacher etc;
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour;

Classrooms

Teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled.

To support good behaviour we have a clear process that is shared with the children. Class rules are established with each class. These are regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole school.

The “School Discipline and Pupil Behaviour Policy” sets out further standards and expectations and must be read in conjunction with this policy.

Types of exclusion

1. Fixed term exclusion (formerly known as being ‘suspended’)

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

- Violence towards an adult or child (which is deliberate and/or causes serious injury)
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)

2. Permanent Exclusion (formerly known as being 'expelled')

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly.

Only the Head Teacher (or a named deputy if the Head Teacher is out of school) can permanently exclude a pupil. The Head Teacher may decide to permanently exclude a pupil only when they are satisfied that, **on the balance of probabilities:**

- the pupil has seriously breached the "School Discipline and Pupil Behaviour Policy".
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all exclusions and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA officers, such as the Inclusion Officer and the Exclusion Officer if necessary. Parents are able to seek advice from the local Parent Partnership service if they have concerns, and may also contact the school's governors following exclusion if they wish to.

Re-integration

Parents of all pupils who are excluded on a fixed-term will be invited to a re-integration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A Pastoral Support Plan will then be put in place to support the pupil. This is reviewed fortnightly with parents until it is no longer felt to be necessary or further measures are needed.

At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded on the school re-integration form. A written agreement will be produced for all parties to sign and a copy retained by the parents, school and child if appropriate.

In keeping with our Behaviour Policy and school values, staff will model forgiveness. Each child will be helped to reflect and explore ways in which restoration is possible, including a new beginning in relationships with adults and children.