

Jesmond Gardens Primary School

Exclusion Policy



Date Implemented – February 2006

Date reviewed – September 2016

Date of next review – September 2018

Our Vision

**To be world-class leaders of learning,
life changing for each and every learner.**

Our purpose

Nurture curiosity

Cultivate enjoyment

Inspire success

Our Promises

Be nurturing: A parent's most precious gift, entrusted into your care. To be looked after as if they're your own.

Be aspirational: Somewhere between exceptional and phenomenal should do it! Expect it of yourself, our children and our community.

Be inspiring: Create that buzz, promote curiosity ... help children find their niche.

Be generous: Make the time to say thank you, to laugh out loud, to be honest with one another, and to help others wherever we can.

Be professional: You're someone who is an expert in their work, someone who can point the mirror at themselves and demand 'How can I get better?' In short - all a success at all we do.

Gender, Ethnicity and Disability Equality Statement

March 2009

We aim to: -

- Promote equality of opportunity for all pupils regardless of gender, ethnicity and disability
- Ensure that all teaching and learning experiences promote equality of opportunity between genders, ethnicity, disability and challenge stereotypes

As a school we have prepared and published a Single Equality Scheme,

We will continue to: -

- Gather and use information on how the school's policies deliver equality across the school and address the outcomes identified within the Every Child Matters Agenda
- Assess the impact of current practice to ensure that neither sex is disadvantaged by school action, any particular ethnicity or by disability
- Implement the actions identified in the Single Equality Scheme within other strategic documents, such as the School Development Plan and inclusion policies
- Ensure that all teaching and learning experiences comply with the Equality Act 2006, which came into effect on 6th April 2007

Jesmond Gardens Primary School

Principles

Support the Headteacher in maintaining high standards of pupil behaviour and thereby, creating an orderly environment which is conducive to learning.

Ensure that all pupils who are in serious breach of the school's code of conduct are managed in a fair and positive manner.

Ensure there is a clear procedure in school for dealing with serious incidents of pupil misbehaviour which is consistent with the guidance set out in "Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units" DfES October 2004.

Ensure the guidance in the Behaviour Policy is widely publicised among pupils, school staff and parents.

Exclusion should not be enforced if doing so may put the safety of the pupil at risk.

Guidelines

Unacceptable Behaviours

Pupils who display a serious level of unacceptable behaviour in breach of the school's Code of Conduct, for example:

- a. Physical assault against a pupil
- b. Physical assault against an adult
- c. Verbal abuse/threatening behaviour against a pupil
- d. Verbal abuse/threatening behaviour against an adult
- e. Bullying
- f. Racist Abuse
- g. Sexual Misconduct
- h. Drug and alcohol related incidents
- i. Damage to school or personal property of other pupils or adults.
- j. Theft
- k. Show persistently disruptive and defiant behaviour and who are not responding to support arrangements and disciplinary measures set out in the School's Positive Behaviour Policy.
- l. Carrying an offensive weapon

Consequences of unacceptable behaviour

As a consequence of the previously mentioned misbehaviour pupils who:

- a. Prevent teachers from teaching and other pupils from learning
- b. Undermine the work of the school in promoting a safe, orderly, civilised and hard working community
- c. Absorb an unreasonable amount of time and energy of staff who are involved with them at the expense of other pupils
- d. Frighten and demoralise other pupils
- e. Set a bad example to their peers
- f. Have a negative affect on the positive image and reputation of the school

are at risk of exclusion.

Use of Exclusions

Fixed term and permanent exclusions:

- a. Show the pupil that he/she cannot ignore reasonable expectations, set out in the Behaviour Policy and remain part of the school.
- b. Prevent further harm to the education of other pupils and the school ethos
- c. Demonstrate to courteous and hard working pupils that the school is protecting their interests
- d. Warn other disruptive pupils against continuing to behave unreasonably
- e. Secure further involvement and support of parents and governors and other agencies
- f. Show staff that they are supported

Notes

1. The use of exclusion as a sanction assumes that the school has worked through counselling, time out, involving parents/carers and other disciplinary and supportive measures outlined in the School's Behaviour Policy in order to achieve control or improvement of attitude and behaviour before resorting to exclusion. The school should also seek the help and guidance of outside agencies during this process.
2. Permanent Exclusion may also be used for very serious one-off offences in exceptional circumstances, such as;
 - i. Serious actual or threatened violence against another pupil or a member of staff
 - ii. Sexual Abuse or Assault
 - iii. Supplying or carrying an illegal drug
 - iv. Carrying an offensive weapon
3. The over-riding intention of fixed exclusion is to bring about a change or modify the behaviour of the pupil concerned so that they may return to school willing and able to take a full and active part in school life.
4. The first step in the exclusion process will normally be formal warning of exclusion
5. The next step will usually be fixed term exclusion with the warning that subsequent exclusions might become longer.

6. An exclusion, exceeding 15 days or 15 days aggregate in one term, would lead to a Pupil Disciplinary Committee meeting with the parents.
7. Permanent exclusion, the final step in the exclusion process, would, in most circumstances follow a series of fixed term exclusions and other associated corrective actions and interactions.

Pre Exclusion:

Before the exclusion process is implemented it would be expected that problems and the wide range of disciplinary action and supportive measures, outlined in the School's Behaviour Policy, Equal Opportunities Policy and where applicable Race Relations Act 1976, including the involvement of outside agencies and support services, are documented in full and placed in the pupil's personal file. The standard of proof applied is the balance of probabilities.

Unofficial Exclusions:

Informal or unofficial exclusions are illegal. However, in exceptional circumstances a pupil can be removed from the school site, for example

1. Where a pupil is accused of committing a serious criminal offence which took place outside the Headteacher's jurisdiction (perhaps during a weekend or school holiday and off site) and/or there is insufficient evidence to warrant exclusion.
2. Where, because of a diagnosed illness such as a notifiable disease, he or she poses an immediate and serious risk to the health and safety of other pupils and staff.

Unofficial Exclusion Process.

If there are compelling reasons a Headteacher can authorise leave of absence for a fixed period:

1. With the parents' agreement or with powers delegated by the Governing body (section 29(3) of the Education Act 2002. The school must ensure that the pupils' full-time education continues while off site.

Exclusion Process:

1. Fixed term exclusions (between 1 – 5 days) can be issued by the Headteacher and Deputy Headteacher/Assistant Headteacher in her absence
2. Intermediate fixed term exclusions (between 6 – 15 days) can be issued by the HT only. In exceptional circumstances, exclusions in excess of 15 days may be used
3. HT can give a 'Final Written Warning'
4. HT can issue permanent exclusion

Implementation

Procedure for Exclusions

The school has adopted and follows the guidance set out in "Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units" DfES (Guidance) October 2004.

Below is a brief summary of the exclusion process.

1. Establish details of incident (Note: Read/keep a written record of statements and witnesses etc.)
2. Allow pupil to put his or her case
3. Consider carefully all relevant facts and firm evidence available before deciding to exclude.
4. Contact parent/carers by telephone, if possible, before end of school to inform them of the exclusion within 24 hours
5. Send formal letter of exclusion to the parents
6. Inform Children's Services (Pupil Disaffection Manager) and other key staff with a copy of the letter sent to parents/and/or other official correspondence
7. Regularly inform members of the Governors' Pupil Disciplinary Committee of exclusions totalling five or fewer school days
8. Education for excluded pupils to be arranged and provided by the Lead Professional for Behaviour and Educational Support in School.
9. Inform all staff
10. Exclusion reports to be provided by relevant staff on request of Headteacher

Considering Pupil Disciplinary Committee meeting

1. Exclusions totalling 5 school days or less in any one term: a meeting must be convened if representations are received from the parent.
2. Exclusions totalling more than 5 but not more than 15 school days in any one term: on parental request a meeting must be held between the 6th and the 50th school day after receiving notice of the exclusion.
3. Permanent exclusion, or one or more fixed period exclusions totalling more than 15 school days in any one term: a meeting must be held between the 6th and 15th school day after the date of receipt to consider the exclusion.

Arranging Governors' Pupil Disciplinary Committee meetings.

1. Arrange time, date and venue for meeting with Governor's Pupil Disciplinary Committee
2. Clerk to the Disciplinary Committee should inform:
 - i. Governors Panel, consisting of at least three governors, no more than five.
 - ii. Parent/carers
 - iii. Headteacher
 - iv. Other relevant parties e.g. Children's Services, key staff.
3. Ensure all relevant documentation for the Pupil Disciplinary Committee meeting is assembled, copied and issued to all relevant parties in advance of the meeting together with a list of who will be present at the meeting.
4. Book the meeting room
5. Arrange for reception of parents/carers
6. Clerk to the meeting to make a report on the main outcomes of the meeting, detailing
 - a. Items for concern
 - b. Matters for action
7. Chair of meeting to make a report detailing Reason for decision
8. After the meeting, the Clerk to the Pupil Disciplinary Committee should confirm the Governors' decision in writing to
 - a. The parents/carers
 - b. Children's Services

- c. Key staff
- d. Present copies of Pupil Disciplinary Committee pupil reports and Minutes of the Meeting at the next meeting for Governors approval.
- e. Once approved file the pupil reports and send the Minutes of the Meeting to the Governors via the LEA clerk.

On return from exclusion

1. The pupil is to be seen by Headteacher, Deputy Headteacher to re-introduce pupil on a positive note. Outstanding work or sanctions to be established and agreed.
2. Advice and guidance to be given regarding ways of avoiding repeat of offence
3. Any agreed means of support to be made clear to the pupil and parent/carer, e.g. BSP, monitoring card etc.
4. If the exclusion is the second fixed period of exclusion (for serious misbehaviour) within a twelve-month period and the parent is unwilling to engage with the school or Children's Services, Children's Services may consider applying to the court for a parenting order.
5. A record of all meetings and discussions should be kept on the pupil's file.