ECCLESTON PRIMARY SCHOOL

incorporating

Beechbuds Pre-School

Exclusion Policy

Inspiring independent learners to thrive in a changing world

Statement of principles

The governing body of Eccleston Primary School is committed to valuing diversity and to equality of opportunity through its caring community. We aim to create and promote an environment in which pupils, parents, staff and volunteers are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The school acknowledges that there is a direct link between the content and delivery of the curriculum and the motivation and behaviour of pupils. Therefore, they aim to achieve the best possible match between the needs and interests of individual pupils and the curriculum which they are required to follow.

The pastoral role of all staff is considered to be crucial in helping pupils to receive full benefit from their education. The school understands that teachers are part of a statutory network of caring professionals whose duty is to co-operate in the provision of support for all children.

An important factor in every child's success is the partnership between parents and school: ensuring that the school's expectations are clear and that parents can reinforce them with their children. This includes expectations of behaviour so that we can work together in the best interests of pupils, keeping parents informed about decisions made in response to a child's inappropriate or unacceptable behaviour.

The school is responsible for communicating to pupils, parents and staff its expectation and standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

- Behaviour Policy
- Anti-Bullying Policy
- Home-School Agreement
- Attendance Policy
- Staff Handbook
- Lancashire County Council Procedures and Practice

Supporting pupils to succeed

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour and we strive never to “give up” on a child as we recognise each child’s uniqueness.

No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation. Any exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in the investigation of the incident).

Types of exclusion

Internal Exclusion

Internal exclusion, or isolation, is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be different in every classroom dependent on the age of the child and the reason for the decision.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for a suspension. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; liaison between school and home).

Suspension

Fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy and therefore will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Suspension may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. Such decisions will be made in the best interests of the child, whilst considering the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way. When a pupil is suspended for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over. If a child is excluded at the end of a school day, then it may not be possible to arrange for work to be set until the following morning.

A pupil can be suspended for a fixed-term basis for up to 45 school days in a school year. Most fixed term exclusions are for up to 5 school days, but they can be for longer. A pupil may be excluded for one or more fixed periods and the Headteacher makes the decision on the length of each exclusion. On the sixth continuous day of any fixed term exclusion, the school is responsible for providing an education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

Permanent Exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case. Permanent exclusion is only for serious or persistent breaches of the behaviour policy or where allowing a child to remain in school would seriously harm the education or welfare of the child or of others in the school.

If a child is permanently excluded, the school will notify the parent immediately by telephone. A letter will then be sent, within one school day, to detail the reason for the exclusion, the responsibilities of the parent and the processes that will follow the initial exclusion.

Reasons for exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other strategies have been exhausted.

The decision to exclude will be made only when a range of these strategies have been employed but have not produced the required improvement, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as, but not limited to:

- Serious risk of harm to the education or welfare of the pupil or others in the school
- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of any prohibited items on the school premises (illicit drugs, tobacco, stolen goods, alcohol, weapons, fireworks, pornography)
- Persistent bullying
- Persistent prejudice based harassment or hatred based acts

Exclusion may be the result of persistently poor behaviour or a serious single incident.

The Governing Body

The Governing Body will be informed of all exclusions on a termly basis; and additional consultations may also take place about key incidents with the Chair of Governors.

If the Headteacher decides to exclude a pupil they will:

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- Contact the parents, explain the decision and ask that the child be collected
- Send a letter to the parents/carers confirming the reasons for the exclusion, whether it is a permanent or fixed-term exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- Plan how to address the pupil's needs and integration back into their class on his/her return
- Plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff
- Inform the Chair of Governors of the decision

Safeguarding

In all exclusion cases, safeguarding procedures will be considered and followed. Exclusion is only to be used as a last resort and all other avenues of support, identified through Lancashire's Continuum of Need, will be explored in the first instance. Exclusion will not be enforced if doing so may put the safety of the pupil at risk. For Children Looked After, exclusion will only be considered after working with Social Care and the Virtual Head. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Reintegration

After a suspension the pupil and parent will be requested to attend a reintegration meeting with the Headteacher or appropriate senior leader. At this meeting the behaviour leading to

exclusion will be discussed and targets will be set for improvement. We will also discuss how school and home can work together to support the pupil to make the required improvements

Behaviour outside the school premises
Pupils' behaviour outside school in school hours (on school trips, at sports events etc. or when a child has been directed to alternative education) is subject to the school's Behaviour Policy and Exclusion Policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; additionally, this includes any serious breach of policy which could bring the school into disrepute. Inappropriate behaviour out of school hours may also be considered under the Behaviour Policy and Exclusion Policy if it impacts on the welfare and education of children when in school.

Equal opportunities

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, special educational need, disability, religious beliefs, age, or sexual orientation.

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Headteacher should ensure that reasonable steps to respond to a pupil's disability are taken so the pupil is not treated less favourably for reasons related to the disability or special need.

Managed Move
In cases where the Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, the Headteacher may consult with the Local Authority and propose a managed move to another school. A managed move may also occur if a parent's failure to engage in strategies implemented by the school is resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour. This is not exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

Removal from school for other reasons

The Headteacher may send a pupil home, after consultation with parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not exclusion and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons, including poor behaviour.

Procedure for appeal

If parents wish to appeal the decision to permanently exclude, the matter will be referred to the Governing Body and handled through the school and LA appeals procedure.

Review of the Exclusion Policy
Reviewed: November 2026
Next Review Date: November 2027