



# Grove Vale Primary School

## Exclusion Policy

February 2024

Approved by:  
FGB

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by:



## **Introduction:**

Grove Vale Primary School is an inclusive school which aims to promote equality in all aspects of school life. This policy is to be read alongside the schools Behaviour Policy and the DfE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (DofE 2022).

The school takes a positive approach to encouraging good behaviour, however recognises that discipline in the school is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. Nevertheless, it is important to say that the exclusion of a pupil, either for a fixed period or permanently, from Grove Vale Primary School will only be used as a last resort. The school recognises that it is responsible for communicating to pupils, staff and parents, its' expectations for standards of behaviour. The school has a range of policies and procedures in place to promote good behaviour and appropriate conduct and strives to foster good parental engagement.

It is the responsibility of all individuals working with pupils within the school to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. Whilst exclusion may still be an appropriate sanction, the head teacher should investigate whether any contributing factors may have led to the incident of poor behaviour. With this in mind, Grove Vale School has encouraged a range of strategies to be employed within the school and the full range of in-class strategies can be found detailed in the schools Behaviour Policy.

Within the school there are a range of resources available that can assist in the assessment and management of behavioural issues some of which are listed below:

- Sandwell Inclusion support – social emotional mental health (SEMH) specialist teachers.
- Setting pupils individual targets linked to behaviour and SEMH needs.
- The preventing primary Exclusions Team (PPE Team)- comprises six specialist practitioners who work within the school setting with children identified as displaying varied aspects of social, emotional and behavioural difficulties which puts them at risk of exclusion.
- Positive Handling Policy – staff are MAPA trained.
- Early intervention to address underlying causes of potentially disruptive behaviour, school work closely with parents and carers.



### Reasons for Exclusion

- A serious breach of the school's values, rules or policies.
- A risk of harm to the education or welfare of the pupil or others in the school.
- Physical or verbal assault against a pupil, member of staff or others in the school.
- Serious damage to school property
- Theft
- Weapons in school
- Persistent disruptive behaviour
- Persistent bullying
- Indecent behaviour
- 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.

Occasionally unacceptable behaviour may prove to be persistent and this is where a Fixed Term Exclusion may be actioned.

### A fixed term (temporary) exclusion

This is used to remove a pupil from the school premises for a temporary period and can be for half a day, lunch time(s) or longer. *Lunch time exclusions count as a half day exclusion and should be for the shortest period possible - the arrangements for lunch time exclusions should therefore be reviewed regularly with parents/carers. Free School Meal entitlement must be honoured.*

A fixed term exclusion will be for the shortest time necessary. An exclusion for a period of time from half a day to 5 days for persistent or cumulative problems will be imposed only when the school has offered and implemented a range of support and management strategies. Examples of some of the strategies used are:

- Discussion with the pupil
- Discussions with parents
- Sanctions (consequences) in school (see the Behaviour Policy for details)
- Checking on any possible provocation
- Internal exclusions
- Referral to outside support agencies

Schools must provide full time education for pupils from the 6th day of any fixed term exclusion (day 1 for a child in care), the School's Governing Body must review cases where a pupil has had 15 days (or more) fixed term exclusions in any 1 term. A Head Teacher cannot fixed term exclude a pupil for more than 45 days in one academic year - at this point a decision must be made about whether to permanently exclude the pupil.



Schools should work with parents/carers to complete a Common Assessment Framework (CAF) for any pupil who has 3 or more fixed term exclusions in any one term. This will help to identify further support for the pupil and is a strategy designed to help to prevent a permanent exclusion.

### **Procedure for Making a Fixed Term Exclusion**

- Head teacher takes the decision to exclude a pupil for a fixed period.
- Contact the parent/carer ideally by telephone to arrange the collection and supervision of the pupil. The child's welfare must ALWAYS be the prime consideration.
- The Head teacher must give written notice to the parents informing them of:
  - The precise period and the reasons for the exclusion
  - The parents' duties during the first 5 days
  - The parents right to make a representation to the governing body
  - The person the parent should contact if they wish to make such representations
  - The arrangement to set and mark work for the pupil during the initial 5 day period.
  - If relevant the school day on which they will be provided with full time education.
  - Details of the reintegration interview.

### **Reintegration meeting**

After a period of a fixed term exclusion, a reintegration meeting will be arranged for the positive reintegration of the child back into school. A reintegration officer may be in attendance at the meeting to support the process. The purpose of the meeting is to agree and sign a behaviour contract with clear targets for the child, parent and school to work towards to avoid any further exclusions.

### **Permanent exclusion**

The school considers permanent exclusion to be a very serious step and the head teacher will need to investigate the incident thoroughly before this decision is made. This is used to remove a pupil permanently from the school roll. This means that a pupil may not return to the school and is therefore used for the most serious offences (please refer to the Behaviour Policy for more information).

Exclusion is a last resort and is a response to a serious breach of school discipline such as:

- Serious actual or threatened violence against another pupil or a member of staff.
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment



A Head Teacher will often impose a 5-day fixed term exclusion if they are considering a permanent exclusion. This step is taken to ensure that thorough investigations are carried out.

### **Pupils with Special Educational Needs and disabled pupils.**

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. Head teachers and the governing body must take into account their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEN Code of Practice and a Duty of Care.

The Head teacher will take reasonable steps to ensure that the school responds to a pupil's disability so that the pupil is not treated less favourably, this includes a duty to make reasonable adjustments to policies and practices.

Reasonable steps could include:

- Differentiation in the school's behaviour policy
- Developing strategies to prevent the pupil's behaviour
- Requesting external support for the child
- Staff training

Grove Vale School recognises that it should engage proactively with parents in supporting the behaviour of its pupils with additional needs.

If the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs such as a pupil with an EHC plan or a looked after child, it is aware that it should consider what additional support may be required. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

### **Marking Attendance Registers Following Exclusion**

When a pupil is excluded, he/she should be marked absent using Code E. Where alternative provision is made, and pupils attend it, they will be marked using either code B (education off site) or code D (dual registration.)