



St. Giles Junior School

Exclusion Guidance

Adopted by the Governing Board:

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Signed:



Chair of Governors



Head Teacher

Date: 10.07.2020

Date of Next Review: July 2021

St Giles Juniors School

Exclusion Guidance

1 Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip students with strategies to manage their behaviour and build positive relationships with others.

These Aims are taken from our Relationships, Self-Regulation and Behaviour policy which can be found on the schools website

2 Relationships, Self-Regulation and behaviour Policy

The relationships policy can be found on the schools website and details the day to day expectations for student behaviour based on three values (being respectful, being ready and being safe) and models the procedure used by all staff to support those students who are not meeting those expectations.

The guidance below documents the procedures as set out by Warwickshire County Council when children consistently fail to meet the school behaviour expectations and next extra support or if they become at risk of exclusion. It documents the roles of all stakeholders and the process expected to be used when students fail to meet the school's behaviour standards.

3 The role of the class teacher

- 3.1 It is the responsibility of class teachers to ensure that the school values are enforced in their classes, and that their classes behave in a responsible manner during the school day, as referenced in the Teachers' Standards: Standard 7 – "A teacher must manage behaviour effectively to ensure a good and safe learning environment"
- 3.2 The class teachers in our school have high expectations of the students with regard to behaviour, and they strive to ensure that all students work to the best of their ability.
- 3.3 The class teacher treats each student fairly, and enforces the school rules and classroom code consistently. The teachers treat all students in their classes with respect and understanding.
- 3.4 If a student's behaviour in class repeatedly unacceptable, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with

incidents him/herself. However, if unacceptable behaviour continues, the class teacher seeks help and advice from the Head/ Deputy Head teacher.

- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each student. The class teacher may, for example, discuss the needs of a student with the education social worker or the LA's behaviour support service such as STS (Specialist Teaching Service).
- 3.6 The class teacher reports to parents about the progress of each student in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a student.

4 The role of the head teacher and deputy head teacher

- 4.1 It is the responsibility of the HT and DHT to implement the school Relationship, Self-Regulation and Behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the HT and DHT to ensure the health, safety and welfare of all students in the school.
- 4.2 The HT and DHT support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The HT and DHT keep records of all reported serious incidents of unacceptable behaviour.
- 4.4 The HT/DHT will use external agencies to support students who have or are at risk of exclusion by opening a Personal support plan or a Behaviour Support plan with support of the Student's parent/carers. These are usually reviewed half-termly and run for up to 2 terms.
- 4.5 The HT has the responsibility for giving fixed-term exclusions to individual students for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a student. These actions are taken only after the school governors and local authority have been notified.

5 The Role of support staff (Midday supervisors and Learning Support assistant)

- 5.1 There is an expectation that all support staff will ensure that all the students they work alongside will behave in a responsible manner when under their care and direction.
- 3.2 They will have high expectations of the students with regard to behaviour, and they strive to ensure that all students work and behave to the best of their ability.
- 3.3 They treat each student fairly, and enforces the school values consistently. They treat all students with respect and understanding.
- 3.4 If a student acts in an unacceptable manner then a record of all such incidents are kept and shared with relevant adults within school such as line managers.

3.5 To part-take in relevant training to support their role and effectiveness.

6 The role of parents

- 6.1 The school collaborates actively with parents, so that students receive consistent messages about how to behave at home and at school.
- 6.2 We explain the school rules in the school prospectus, during induction programmes and also make them available on the school's website.
- 6.3 We expect parents to support their child's learning, and to maintain a supportive dialogue between the school and home. We inform parents immediately if we have concerns about their child's welfare or behaviour via a telephone conversation or face-to-face meetings, class report sheets, by e-mail, or other ways as agreed or required by both parties e.g. communication book.
- 6.4 If the school has to use reasonable sanctions to punish a student, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

- 7.1 The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- 7.2 The head teacher has the day-to-day authority to implement the school's Relationships, Self-Regulation and Behaviour Policy but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

- 8.1 We do not wish to exclude any student from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfES, September 2012). We refer to this guidance in any decision to exclude a student from school. In November 2017, the Internet address was <https://www.gov.uk/government/publications/school-exclusion> which is still the current guidance for the 2019_2020 academic year.
- 8.2 Only the head teacher (or the acting head teacher) has the power to exclude a student from school. The head teacher may exclude a student for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a student permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.3 If the head teacher excludes a student, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make any such appeal.

- 8.4 The head teacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.5 The governing board itself cannot either exclude a student or extend the exclusion period made by the head teacher.
- 6.6 The governing board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the student was excluded, consider any representation by parents and the LA, and consider whether the student should be reinstated.
- 8.8 If the governors' appeals panel decides that a student should be reinstated, the head teacher must comply with this ruling.
- 8.9 All of the above points are in line with the recommendations made by the local LA. We regularly check for changes or updates to the LA's policy on exclusions and as such, the above points could change if we are advised.

9 Drug- and alcohol-related incidents

- 9.1 It is the policy of this school that no student should bring any drug, legal or illegal, to school. If a student will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a student while in school must be taken under the supervision of a teacher or other adult worker.
- 9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any student involved will always be notified. Any student who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the student will be permanently excluded, and the police and social services will be informed.
- 9.3 If any student is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that student to be taken home.
- 9.4 It is forbidden for anyone, adult or student, to bring onto the school premises illegal drugs. Any student who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The student will not be readmitted to the school until a parent or guardian of the student has visited the school and discussed the seriousness of the incident with the head teacher.
- 9.5 If the offence is repeated, the student will be permanently excluded.
- 9.6 If a student is found to have deliberately brought illegal substances into school, and is found to be distributing these to other students for money, the student will be permanently excluded from the school. The police and social services via the MASH will also be informed.

10 Monitoring and review

- 10.1 The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

- 10.2 The school keeps a variety of records concerning incidents of unacceptable behaviour. The class teacher records minor classroom incidents. The head teacher records those incidents in which a student is sent to him/her on account of unacceptable behaviour. We also keep a record of any incidents that occur at break or lunchtimes: mid-day supervisors can also log incidents onto CPOMs and will also inform a member of SMT and/or the class teacher of any students involved.
- 10.3 The head teacher keeps a record of any student who is suspended for a fixed-term, or who is permanently excluded.
- 10.4 It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance: The Duty to Promote Race Equality: A Guide for Schools, and that no student is treated unfairly because of race or ethnic background.
- 10.5 The governing board reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

This policy complies with section 89 of the Education and Inspections Act 2006
(<http://www.legislation.gov.uk/ukpga/2006/40/section/89>)

Appendix

1. Process for monitoring behaviour
2. Class, Deputy Head and Head Teachers Reports
3. Lunch time Club

1.

Process for monitoring behaviour

- All behaviour incidents will be recorded onto the school CPOMs system
- Depending on the value/rule broken and the frequency, the class teachers will inform parents of arising issues and if needed arrange a meeting to discuss the incidents.
- If after meeting with the parents the values are still not being met or deliberately broken then the pupil may be put onto class report.
- If a student has been on class report more than twice in a half-term, they will be referred to the DHT to be given a Deputy Head report if deemed appropriate a PSP (Personal Support Plan) maybe put into place with the support of STS (The Specialist Teaching Service).
- Continued breaches of the school's behaviour policy will lead to the Head teacher's report and the risk of a fixed term exclusion.

*Fixed term exclusions can be given without the steps above in certain circumstances such as: aggressive or violent behaviour towards other students or staff; being unsafe (risk to self) and purposefully breaking school property. This list is not exhaustive but represents the most common breaches of the school's values which could lead to an exclus

Class Report



Name _____

This week, I will be working on _____

	How I've done today	Signed by parents/ carers
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Deputy Head Teacher's Report

Name _____



Behaviours to change

- 1.
- 2.
- 3.

Signed by parents/carers

Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

For each lesson please, write the number and sign if a student does not improve a behaviour, write a positive comment if all achieved

Head Teacher's Report

Name _____



Behaviours to change

- 1.
- 2.
- 3.

Signed by
parents/carers

Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

For each lesson indicate if all achieved.

Your target is to achieve _____ successful lessons in a week, showing improved behaviour