

Harrow Lodge Primary School



EXCLUSIONS POLICY

DUE FOR REVIEW:

Autumn 2023

RESPONSIBLE PERSON(S)

MRS L SEARLE

1. INTRODUCTION

- 1.1 It is the policy of Harrow Lodge Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion (see Behaviour Policy).
- 1.2 Exclusions from the school community, whether fixed term or permanent, are damaging to a student's self-esteem. They diminish the sense of belonging to the community. As such, they are used rarely and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.
- 1.3 The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time.
- 1.4 Fixed term 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 discipline.

2. AIMS

- 2.1 The purpose of this policy is to explain the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:
 - 1) To ensure the safety and well-being of all members of the school community and to maintain an appropriate educational environment in which all can learn and succeed.
 - 2) To reduce the need to use exclusion as a sanction through the school's commitment to meeting the needs of each child and working closely with parents.

3. PRINCIPLES

- 3.1 Exclusion is an extreme sanction and is only administered by the Head Teacher (or, in the absence of the Head, the Deputy Head who is acting in that role).
- 3.2 If none are available to authorise the exclusion, a decision will be deferred until the opportunity for authorisation is available.
- 3.3 In the case of a Permanent Exclusion, this can **only** be authorised by the Head Teacher and will only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Head Teacher of the school.
- 3.3 The decision to exclude a pupil will be taken in the following circumstances:
 - (a) In response to a serious breach of conduct.
 - (b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

- 3.4 A student may be at risk of exclusion from school for:
- Verbal or physical assault of a student or adult;
 - Persistent and repetitive disruption of lessons and other students' learning;
 - Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.
 - Persistent bullying
- 3.5 Exclusion may be used in response to *persistent* poor behaviour or a very serious *single incident* which breaches school rules and policies.
- 3.6 The school regularly monitors the number of Fixed Term and Permanent Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

4. TYPES OF EXCLUSION

4.1 ***Internal exclusion***

Internal exclusion 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 in a different room.

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 an external / fixed-term exclusion.

- 4.1.1 Typically, a child receiving a consequence of this level will already 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 (e.g. behaviour chart/plan to address specific behaviours causing a problem; support from a learning support or teaching assistant; target-setting etc)

4.2 ***Temporary / Fixed-Term exclusion***

A temporary / fixed term exclusion is when a child is excluded from school and must remain at home for a fixed amount of time. This will 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.

- 4.2.1 Most exclusions are of a fixed-term nature and are of short duration (usually between one and three days). The DFE regulations allow the Head Teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
- 4.2.2 If the fixed-term period extends 5 days, the governing body will arrange suitable fulltime education for any pupil of compulsory school age. This provision will begin no later than the sixth day of the exclusion.
- 4.2.3 The Governors will promptly review all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

4.3 **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 Head Teacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case.

4.3.1 For permanent exclusions, the local authority will arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different local authority.

4.3.2 Where a pupil has a statement of SEN, the local authority will ensure that an appropriate full-time placement is identified in consultation with the parents, who retain their rights to express a preference for a school that they wish their child to attend, or make representations for a placement in any other school.

4.4 **Managed Move**

A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents.

4.4.1 In cases where the Head Teacher 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 or, if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Head Teacher may consult with the Local Authority and propose a managed move to another school.

4.4.2 This is *not* an exclusion and in such cases the Head Teacher may assist the parents in placing the pupil in another school if it is considered to be in the best interests of the child.

4.4.3 The threat of exclusion will never be used to influence parents to move their child from the school.

5. **THE DECISION TO EXCLUDE**

5.1 In the event of a single incident, the Head Teacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies.

5.2 The pupil will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked.

5.3 Whilst an exclusion may still be an appropriate sanction, the Head Teacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying or racial harassment.

- 5.4 If a child amasses a total of 5 full day fixed-term exclusions within a term, a referral to the Havering IYFAP/Behaviour Team will be made in order to gain support for the child.
- 5.5 A permanent exclusion is a last resort and, in some cases, it may be considered appropriate and in the child's best interest to place the child on a reduced timetable before carrying out a permanent exclusion. However, if the behaviour persists whilst on the reduced timetable, this may trigger a permanent exclusion.
- 5.6 All cases, all circumstances, extenuating and otherwise, will be considered very carefully before carrying out a permanent exclusion.
- 5.7 The following incidences are accepted as serious enough to be considered for fixed term exclusion:
- Serious breach of the school's behaviour policy
 - Malicious media communication
 - Sexualised behaviour
 - Any behaviour where allowing the pupil to remain in school would seriously harm the education or the welfare of the pupil or others in the school
 - Verbal or written obscene communication
 - Pornographic images
 - Possession of an offensive weapon (inside or outside of school)
 - Assault of a pupil or member of staff / public
 - Threatening violence
 - Sexual assault / violence perpetrated against another pupil or member of staff
 - Possession / under the influence of drugs/alcohol including smoking / vaping on school premises
 - Distribution of drugs / alcohol to other pupils

6. EXCLUSION PROCEDURE

- 6.1 If the Head Teacher decides to exclude a pupil he/she 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 confirming the reasons for the exclusion, whether it is an internal, temporary or permanent 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 the pupil on his/her return to be conducted by a suitable senior member of staff.

6.2 Parents will be made aware that, for the first 5 school days (or until the start date of any alternative provision where this is earlier) of a fixed-term or permanent exclusion, parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification and that parents may be given a fixed penalty notice or prosecuted if they fail to ensure this.

6.2.1 Parents will also be advised that, for the duration of the exclusion, the pupil is not allowed on the school premises and that daytime supervision is their responsibility, as parents/guardians.

6.3 From day 2 of an exclusion, the school will take reasonable steps to set and mark work for pupils. Work that is provided will be accessible and achievable by pupils outside of school.

6.4 If a fixed-term exclusion is extended or converted to a permanent exclusion, the Head Teacher will notify parents explaining the reasons for the change and providing any additional information required.

6.5 When being notified of the exclusion, parents will be directed to relevant sources of free, clear and impartial information regarding exclusions and children's services (see Appendix 3 – Letters for Notification of Exclusion)

6.6 All students returning from a Fixed-Term Exclusion are required to attend a reintegration meeting (although this is no longer statutory), accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

7. ALTERNATIVE EDUCATIONAL ARRANGEMENTS

7.1 In some cases, it may be necessary to provide alternative educational arrangements for the excluded pupil. In such cases, the following information will be given to parents as soon as it is available and, *if possible*, 48 hours before the start of the provision:

- The start date for any provision of full-time education that has been arranged for the pupil during the exclusion.
- The start and finish times of any such provision, including the times for morning and afternoon sessions where relevant.
- The address at which the provision will take place.
- Any information required by the pupil to identify the person he/she should report to on the first day.

8. WHO WILL BE NOTIFIED

8.1 The Head Teacher will, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed-term exclusion is made permanent).
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term.
- exclusions which would result in the pupil missing a public examination or national curriculum test.

8.2 For a permanent exclusion, if the pupil lives outside of Havering, the Head Teacher will also advise the pupil's 'home authority' of the exclusion without delay.

8.3 For all other exclusions, the Head Teacher will notify the local authority and governing body once a term. Notifications will include the reasons for the exclusions and the duration of any fixed-term exclusions.

9. APPEALS

9.1 All parents have the right to appeal the decision of the Head Teacher to exclude a pupil.

9.1.1 All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance:

<https://www.gov.uk/government/publications/school-exclusion>

9.1.2 The person who should be contacted to initiate an appeal is the Clerk to the Governors.

10. THE ROLE OF THE GOVERNORS

10.1 These responsibilities would usually be delegated to a sub-committee of at least three governors, the Discipline Committee.

10.1.1 The governors' role is essentially one of reviewing the Head Teacher's exclusion decisions. The Head Teacher will inform the Chair of Governors of any exclusions. If it is apparent to the governing body that the purported exclusion is not for a disciplinary matter, it is unlawful and cannot stand, and they do not need to investigate further.

10.2 If the matter is deemed legal, the Governing Body must meet to review the exclusion decision in the following cases:

- Permanent exclusions and fixed-term exclusions converted to permanent exclusions.
- All fixed-term exclusions totalling more than 5 school days in any one term.
- Fixed-term exclusions totalling more than five school days in any one term, where the parent expresses a wish to make representations to the governing body.
- Exclusions that would result in the loss of an opportunity to take a public examination.

10.3 The Governing Body must meet to:

- Consider the circumstances in which the pupil was excluded;
 - Consider any representations about the exclusion made by the parent and by the LA;
 - Consider whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.
- 10.4 Where there is a legal requirement for the governing body to consider the exclusion, parents have the right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- 10.5 Where required or requested (see Appendix 1), the governing body must hold a Discipline Committee within the required timescale. This should consist of 3 or 5 governors who should have no previous knowledge of the case.
- 10.5.1 It is not recommended that the Chair of the Governing Body should be part of this committee if the Head teacher has discussed any related concerns with him/her as impartiality could be an issue.
- 10.5.2 Ideally the Discipline Committee should be clerked by a person who is not a member of the school staff and will have had appropriate training (please contact Governor Services for details of courses).
- 10.5.3 A representative from the LA Education, Inclusion and Support Team should be invited to all Discipline Committees where the exclusion is permanent and may, on request, be able to attend other Discipline Committees where the situation is particularly complex.
- 10.6 When considering the decision for exclusion, governors may find it helpful to refer to the Decision to Exclude checklist (see Appendix 2)
- 10.5 In the case of a fixed period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body will consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. (See Appendix 1)

11. IYFAP PANELS

- 11.1 Following a Governors' Discipline Committee decision to uphold a permanent exclusion, the LA will take the case to the IYFAP committee, and they will work as a group to find a suitable placement for the excluded child.

12. UNOFFICIAL/ILLEGAL EXCLUSIONS

- 12.1 The procedures described above and in the DfE Guidance must always be applied when a pupil is sent home; 'cooling-off periods', asking parents/carers to take a child home to avoid an exclusion etc, are illegal and could be subject to challenge.

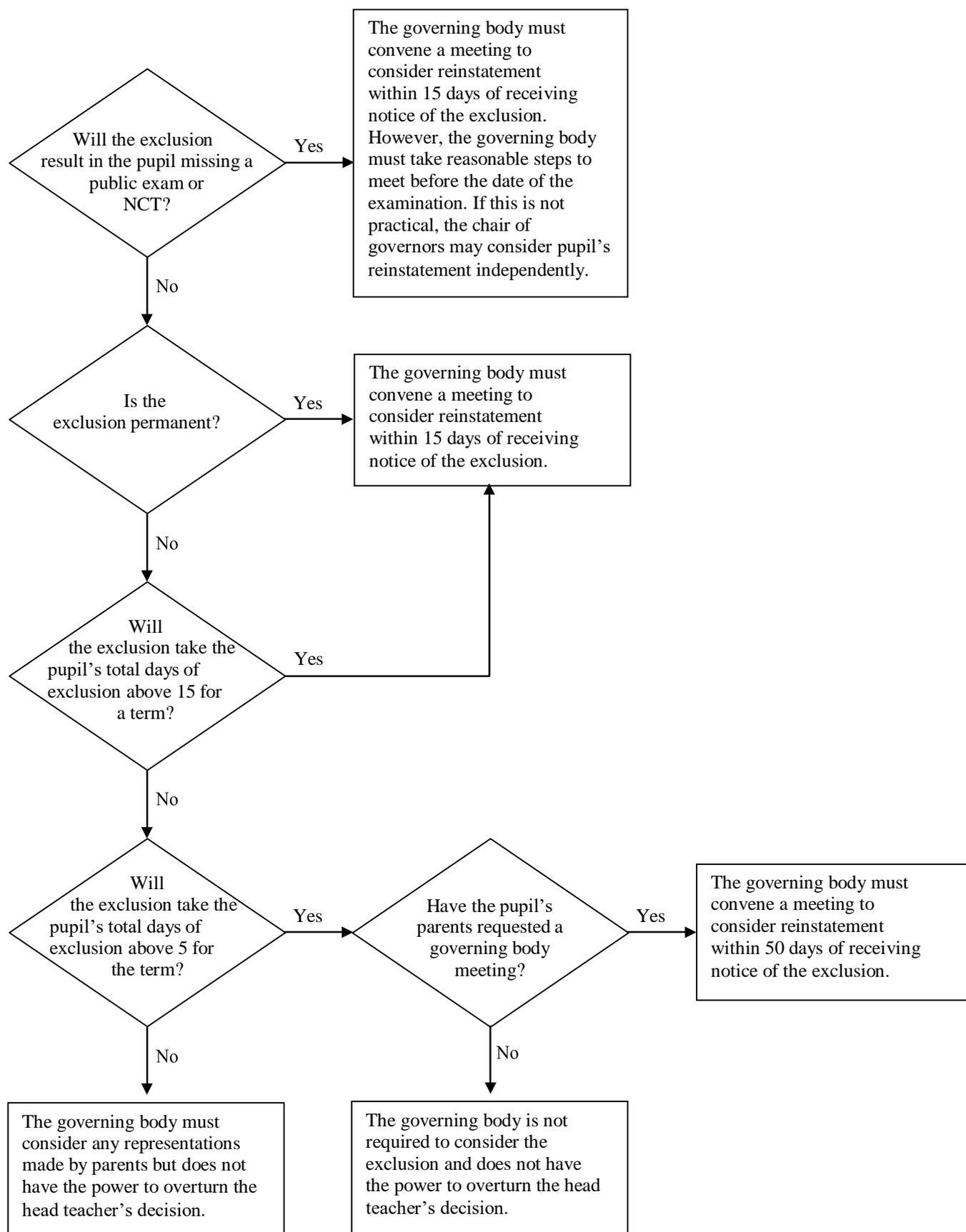
12.2 This also applies to lunchtimes; if a child is asked by the school to go home at lunchtimes, this must be treated as a half day exclusion for each lunchtime.

13. POLICY DISSEMINATION, MONITORING AND EVALUATION

13.1 This policy will be reviewed every 3 years or sooner in the light of new DfE guidance and its use will be monitored and evaluated by the school's Governing Body.

APPENDIX 1

A summary of the governing body's duties to review the head teacher's exclusion decision



The governing body may delegate its functions to consider an exclusion to a designated sub- committee.

References to days means 'school days'.

APPENDIX 2

Decision to Exclude Checklist

| | Yes | No |
|---|-----|----|
| Has the pupil committed the offence? | | |
| Has there been a serious breach or breaches of the school behaviour policy? | | |
| Does the pupil's presence seriously harm the education/welfare of pupils/others? | | |
| Is this as a last resort following a wide range of other strategies that have been unsuccessful? Or Is this a serious first or 'one off 'offence? | | |
| Is exclusion the appropriate response? Factors to consider: <ul style="list-style-type: none"> • Exclusion has not been considered in the heat of the moment? • Has a thorough investigation been carried out? • Has the evidence been considered in light of policies and discrimination? • Has the pupil's version of events been encouraged / heard / recorded? • Are there any mitigating circumstances or any provocation relevant (bullying, harassment etc)? | | |
| Has there been involvement from In-School Support Staff or Educational Psychologists and a pastoral support programme implemented? | | |
| Have alternatives to exclusion been considered (e.g. restorative approach, mediation, internal exclusion, alternative provision, managed move)? | | |
| Standards of proof: On the balance of probabilities, did the pupil do it? | | |
| Special Considerations | | |
| Does this pupil have a statement of special educational needs (SEN)? Have you contacted the SEN Caseworker? Has an emergency annual review been called? <i>See DfE Guidance para 22-24</i> | | |
| Is this pupil a looked after child as supported by Education Support (ESLAC)? If so have you contacted the appropriate ESLAC teacher and social worker to discuss? <i>See DfE Guidance para 22-24</i> | | |
| Safeguarding: Is this pupil subject to a Safeguarding or a Child in Need Plan? Have you spoken to Social Care? | | |
| Is there a CAF/EHA for this young person? | | |
| Is the locality team or SEN Services involved? | | |
| Have issues of SEN or a disability been taken into account and reasonable adjustments put in place? (Equality Act 2010) | | |
| Appropriate length of exclusion considered? Is this for the shortest possible time? | | |

APPENDIX 3

Letter A:

Model letter to parents/carers: fixed term exclusion (up to and including 5 days in any one term)

Square bracket sections to be included/omitted as appropriate

Dear (Mr and Mrs Smith)

James Smith

I am writing to inform you of my decision to exclude (James) for a fixed period of..... days. He has been excluded for the following reasons:

.....
.....

We have taken the following steps to try to avoid this exclusion:

.....
.....

[This brings the total number of days excluded this term to]

This means that (James) should not attend school until

[We are aware of (James') SEN. The following steps have been taken to make reasonable adjustments for this

.....]

I will arrange for (James) to have school work during his exclusion and for this work to be marked. Please contact [.....] regarding these arrangements.

[You are invited to a meeting to discuss how James will be supported on his return to school on at]

You have a right to make written representations to the Discipline Committee of the governing body. If you wish to make representations, you should contact The Clerk to The Governors Discipline Committee at the school.

You may see your child's school records in advance of any meeting of the Discipline Committee. If you do wish to view them, please contact [my secretary] who will be able to make the necessary arrangements.

[You should also be aware that if you think the exclusion relates to your child's SEN or a disability your child has, and you think that discrimination has occurred, you have the right to appeal to the First-tier Tribunal (for disability discrimination), or to a County Court (for other forms of discrimination.)]

I must further advise you that during the period for which your child is excluded you are responsible for ensuring that he is not present in a public place during school hours. If your child is found in a public place at such times without reasonable justification you may be liable to a fixed penalty notice issued by the Local Authority. Your child is also not permitted to be present on the school premises during the time of his exclusion.

A Local Authority officer with responsibility for exclusions who can provide you with advice on the exclusions process is:

The Children's Legal Centre also has a helpline on 0808 802 0008 or www.childrenslegalcentre.com. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24 December to 1 January.

Yours sincerely

Head Teacher

cc. Chair of Governors

Letter B:
Model letter to parents/carers: fixed term exclusion
(more than 5 days up to and including 15 days in any one term)
Square bracket sections to be included/omitted as appropriate

Dear (Mr and Mrs Smith)

James Smith

I am writing to inform you of my decision to exclude (James) for a fixed period of..... days. He has been excluded for the following reasons:

.....
.....

We have taken the following steps to try to avoid this exclusion:

.....
.....

[This brings the total number of days excluded this term to]

This means that (James) should not attend school until

[We are aware of (James') SEN. The following steps have been taken to make reasonable adjustments for this]

I will arrange for (James) to have school work during the first five days of his exclusion and for this work to be marked. Please contact [.....] regarding these arrangements.

[From the sixth day (.....) until the end of this exclusion (.....) (James) is required to attend (insert details of location/venue) at these times (insert details of times) in order that he might access the full-time education which is being provided whilst he is excluded.]

You have the right to request a meeting of the Governors' Discipline Committee at which you may make representations and the decision to exclude can be reviewed. The latest date the Committee can meet is [no later than 50 days from the date of the exclusion]. Please let us know as soon as possible if you wish to meet the Committee, or make a written statement, by contacting the Clerk to the Discipline Committee at the school.

You may see your child's school records in advance of any meeting of the Discipline Committee. If you do wish to view them, please contact [my secretary] who will be able to make the necessary arrangements.

[You should also be aware that if you think the exclusion relates to your child's SEN or a disability your child has, and you think that discrimination has occurred, you have the right to appeal to the First-tier Tribunal (for disability discrimination), or to a County Court (for other forms of discrimination.)]

I must further advise you that during the first five days of the period for which your child is excluded you are responsible for ensuring that he is not present in a public place during school hours. If your child is found in a public place at such times without reasonable justification you may be liable to a fixed penalty notice issued by the local authority. Your child is also not permitted to be present on the school premises during the time of his exclusion.

A Local Authority officer with responsibility for exclusions who can provide you with advice on the exclusions process is:

The Children's Legal Centre also has a helpline on 0808 802 0008 or www.childrenslegalcentre.com. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24 December to 1 January

Yours sincerely

Head Teacher
cc. Chair of Governors

Letter C:
Model letter to parents/carers: fixed term in the first instance pending further investigation
(signals possibility that exclusion may become permanent)

As Letter B but with the following opening paragraph:

Dear (Mr and Mrs Smith)

James Smith

I am writing to inform you that I am excluding (James) for a fixed period of days, in the first instance, to give me an opportunity to investigate the incident fully and decide if he should be permanently excluded. I shall be writing to you again in the next few days, [following the completion of my investigations], to explain my decision on what should happen next. The earliest that (James) should return to school is.....

Letter D:
Model letter to parents/carers: permanent exclusion

Square bracket sections to be included as appropriate

Dear (Mr and Mrs Smith)

James Smith

I am sorry to have to write informing you that I shall be recommending to the governors that (James) is excluded permanently from the school.

You will appreciate that this is not a decision taken lightly, but I believe it is necessary for the following reasons:

.....
.....

We have taken the following steps to try to avoid this exclusion

.....
.....

[We are aware of (James) SEN. The following steps have been taken to make reasonable adjustments for this:

.....]

The exclusion comes into effect immediately and (James) should not return to school until the governors' Discipline Committee has met to consider the matter.

The Clerk to the Discipline Committee will be arranging this meeting within the next 15 school days, and you will be invited to attend. You will have a right to make a statement to the Committee, either orally or in writing. I will also be providing a full report to the meeting which will be forwarded to you by the clerk to the discipline committee. It is perfectly acceptable if you wish to be accompanied by a friend or be represented.

In the meantime, I am arranging for (James) to have school work to do at home for the first five days of this exclusion, and for this work to be marked. Please contact [.....] who will discuss the practical details with you.

From the sixth day of this exclusion onwards (insert date) the local authority will provide full-time education for (James). You will be contacted with details of this provision.

[(where the pupil lives in a local authority other than the excluding school's local authority) I have also informed (name of officer) at (local authority) of your child's exclusion and he/she will be in touch with you about arrangements for (James') education from the sixth day of exclusion.]

You have the right to see your child's school records. If you wish to pursue this in advance of any Discipline Committee meeting, please contact [my secretary] who will be able to make the necessary arrangements.

[You should also be aware that if you think the exclusion relates to your child's SEN or a disability your child has, and you think that discrimination has occurred, you have the right to appeal to the First-tier Tribunal (for disability discrimination), or to a County Court (for other forms of discrimination.)]

I must further advise you that during the first five days of the period for which your child is excluded you are responsible for ensuring that he is not present in a public place during school hours. If your child is found in a public place at such times without reasonable justification you may be liable to a fixed penalty notice issued by the local authority.

A Local Authority officer with responsibility for exclusions who can provide you with advice on the exclusions process is:

The Children's Legal Centre also has a helpline on 0808 802 0008 or www.childrenslegalcentre.com. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24 December to 1 January.

Yours sincerely,

Head Teacher
cc Chair of Governors

Letter E:
Model letter to parents/carers: lunchtime exclusion

Square bracket sections to be included as appropriate

Dear (Mr and Mrs Smith)

James Smith

I am writing to inform you of my decision to exclude (James) at lunchtime for a fixed period of days. He has been excluded for the following reasons:

.....

We have taken the following steps to try to avoid this exclusion

.....

[This brings the total number of days excluded at lunchtime this term to] This means that (James) should not attend school at lunchtime until

[We are aware of (James) SEN. The following steps have been taken to make reasonable adjustments for this:

.....]

You have a right to make [written] representations to the Discipline Committee of the governing body. If you wish to make representations, you should contact The Clerk to The Governors Discipline Committee at the school.

(Lunchtime exclusions 'count' as half a day, so if the lunchtime exclusion extends for a period in excess of 10 school days the following paragraph should be substituted:

You have the right to request a meeting of the governors' Discipline Committee at which you may make representations and the decision to exclude can be reviewed. The latest date the Committee can meet is [no later than 50 days from the date the Committee is notified]. Please let us know as soon as possible if you wish to meet the Committee, or make a written statement, by contacting the Clerk to the Discipline Committee at the school.)

You may see your child's school records in advance of any meeting of the Discipline Committee. If you do wish to view them, please contact [my secretary] who will be able to make the necessary arrangements.

[(You should also be aware that if you think the exclusion relates to your child's SEN or a disability your child has, and you think that discrimination has occurred, you have the right to appeal to the First-tier Tribunal (for disability discrimination), or to a County Court (for other forms of discrimination.)]

A Local Authority officer, with responsibility for exclusions who can provide you with advice on the exclusions process is:

The Children's Legal Centre also has a helpline on 0808 802 0008 or www.childrenslegalcentre.com. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24 December to 1 January

Yours sincerely

Head Teacher

cc. Chair of Governors

APPENDIX 4

The Use of Exclusion: At-Glance-Guidelines for Head Teachers

| ILLEGAL/NO GROUNDS | REASONABLE GROUNDS | STRONG GROUNDS |
|--|---|--|
| <p>Minor incidents, for example:</p> <ul style="list-style-type: none"> o Failure to do homework o Failure to bring dinner money | <p>Breach of the school's behaviour policy (see possible examples below)</p> | <p>Serious breach of the school's behaviour policy (see possible examples below)</p> |
| <p>Poor academic performance</p> | <p>Serious harm to the education or welfare of the pupil or others.</p> | <p>Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others.</p> |
| <p>Lateness or truancy</p> | <p>Persistently leaving school premises without authorisation.</p> | <p>Carrying, threatening to use and or using an offensive weapon (including fireworks)</p> |
| <p>Breaches of school uniform or rules on appearance eg wearing jewellery or displaying body-piercing</p> | <p>Bringing the school into disrepute at a public event.</p> | <p>Attempted arson on school grounds, destruction or serious damage of school property or buildings.</p> |
| <p>Failing to meet the requirements of the Disability Discrimination Act by excluding disabled pupils without due regard to their disability or treating them less favourably than others because of their disability.</p> | <p>Persistent refusal to co-operate with school staff, verbal aggression towards staff, pupils or other members of the school community</p> | <p>Repeated threats and highly offensive and abusive language towards school staff, pupils or other members of the school community.</p> |
| <p>Failing to meet the requirements of the Race Relations Act by excluding pupils or discriminating unfavourably on the grounds of race.</p> | <p>Bullying, racial, sexual or other harassment of staff, pupils or other members of the school community.</p> | <p>Repeated bullying, racial, sexual or other harassment of staff pupils or other members of the school community.</p> |