

Exclusions Policy



BRADGATE
Education Partnership

Approved: 25/02/20 Trust Board (Performance & Standards Committee)
Review Date: September 2020
Responsible Officer: Director of Schools

Trust Mission Statement

Our mission is to create high quality educational opportunities for all children and young people across the partnership by developing a strong collaborative and co-operative model through which we encourage autonomy, share best practice, enhance the professional aspirations of our staff and ensure the safety and well-being of all pupils and staff.

Newtown Linford Primary School

Exclusion Arrangements

This document sets out the arrangements for school exclusions within the Bradgate Education Partnership Academy Trust and should be read in conjunction with the Trust's Behaviour Statement and the above named school's Behaviour Policy.

Grounds for Exclusion

- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- Disruptive behaviour can be an indication of unmet needs.
- Whilst a single, major incident may justify exclusion, continued failure to respond to other sanctions may also arise. In such cases incidents causing concern and actions taken must be fully and accurately recorded by the Headteacher and staff concerned. If a school has a concern about pupil behaviour, the school will try and identify if there are any casual factors and intervene early in order to reduce the need for a subsequent exclusion. This may lead to a multi-agency assessment that goes beyond pupil's educational need.
- Every effort will be made to discuss behaviour problems with parents and to seek co-operation in resolving problems before exclusion is considered for any child.

The Role of Governors

- The Trust Board and school Local Advisory Board (LAB) has the responsibility of setting down these general guidelines on standards of discipline and behaviour which reflect the school's ethos of positive behaviour and of reviewing their effectiveness.
- The Trust Board and school LAB will follow the DfE's statutory guidance dated September 2017: [Exclusion from maintained schools, academies and pupil referral units in England](#).
- The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policies but governors may give advice.

The Role of Parents

- We hope to encourage parents to play a positive part in the resolution of any learning and behaviour difficulties. Every effort will be made to enable discussion to take place with the parent especially when exclusion is being contemplated.
- Where, despite approaches and the involvement of outside agencies, the school is unable to persuade a parent to visit and discuss problems; the matter will be passed to the Local Advisory Board.

Fixed-term and permanent exclusions

- Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school.
 - The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year.
 - The Headteacher may also exclude a pupil permanently.
 - If the Headteacher excludes a pupil they must inform the parents immediately, giving reasons for the exclusion. (refer to [DfE Statutory guidance](#))
 - If it is a permanent exclusion the Headteacher must make it clear to parents/carers that they can, if they wish, appeal against the decision to the school's LAB.
 - The school must inform parents/carers how to make an appeal. (refer to [DfE Statutory guidance](#))

- The school should set and mark work for pupils during days 1 – 5 of exclusion and alternative provision must be arranged from the 6th day.
- Parents/carers will receive a letter from the school setting out what to do if they disagree with the exclusion.
- If the exclusion is for 5 days or fewer, parents/carers can still ask governors to hear their views but governors can't overturn the Headteacher's decision.
- The Headteacher must inform the LAB and the Local Authority of:
 - A permanent exclusion
 - Exclusions which would result in the pupil being excluded for more than 5 school days in a term.
 - Exclusions which would result in the pupil missing a public examination or national curriculum test.
- For a permanent exclusion, if the pupil lives outside the Local Authority in which the school is located, the Headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.
- The LAB itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The LAB will convene an appeals panel which is made up of between three and five members. This panel considers any permanent exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and consider whether the pupil should be reinstated.
- If the LAB appeals panel decides that a pupil should be reinstated and not permanently excluded, the Headteacher must comply with this ruling.
- The LAB appeals panel will notify, in writing, the Headteacher, parents/carers and the Local Authority of its decision, in line with [DfE statutory guidance](#). Where a permanent exclusion decision is upheld, the notification will also include:
 - The fact that the exclusion is permanent
 - Notice of parents/carers' rights to ask for the decision to be reviewed by an independent review panel, and information on how to go about this ([DfE statutory guidance](#))

Returning from a fixed-term exclusion

- On reintegration back into school, pupils, together with parents/carers, will meet with the Headteacher / Deputy Headteacher on the first day back at school, where discussions will take place for management of future behaviour.

Links to other policies & documents

Equality act 2010

[Exclusions guidance](https://www.gov.uk/government/publications/school-exclusion) – DfE (<https://www.gov.uk/government/publications/school-exclusion>)

Behaviour Policy

Anti-bullying policy

PSHE policy

SEND Policy