

# OCKLYNGE JUNIOR SCHOOL

PART OF THE SOUTH DOWNS LEARNING TRUST

## EXCLUSION POLICY

Date approved by Governors	June 2018
Date of Next Review	June 2019
Status	Statutory

All our policies support our vision and are based on our core values

We are polite, well mannered, considerate, gentle and understanding of others	<ul style="list-style-type: none"> <li>• Respect</li> </ul>
We are patient, honest, kind, good listeners, forgiving and admit when we have made a mistake	<ul style="list-style-type: none"> <li>• Reflection</li> </ul>
We do not give up, we try to sort our problems calmly and give things a go	<ul style="list-style-type: none"> <li>• Resilience</li> </ul>
We work hard, are helpful, reliable, look after property and co-operate with others	<ul style="list-style-type: none"> <li>• Responsibility</li> </ul>

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## Introduction

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This policy relates to Ocklynge Junior School's approach to Exclusions and should be read in the context of our Behaviour Management Policy.

This policy has been written with due regard to Exclusion Guidance for Schools and Academies. Updated: July 2017.

A pupil may be excluded when there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.

Permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour.

There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug; or
- d) carrying an offensive weapon.

Regulations allow head teachers to exclude a pupil for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year.

Where a pupil is given a fixed period exclusion of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion. For shorter fixed term exclusions work should be provided for the child to complete.

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## Purpose

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Exclusions are only for serious offences.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the head teacher should:

- ensure that a thorough investigation has been carried out;
- consider all the evidence available (including the behaviour log) to support the allegations;
- allow and encourage the student to give their version of events;
- check whether the incident may have been provoked, for example

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- by bullying or by racial or sexual harassment;
  - if necessary, consult others (staff or children regarding events)
  - keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the student concerned. Witness statements must be dated and should be signed, wherever possible.

In general, Ocklynge will always try to avoid exclusion of any kind and will only exclude from school in the most extreme circumstances. For all other serious breaches of discipline, Ocklynge will employ a range of in-house strategies and methods of supervision. Parents will be included in all conversations about such strategies. Should a pupil fail to comply with these strategies then a fixed-term exclusion may be applied. As with any fixed-term exclusion this indicates that a pupil may be in danger of permanent exclusion, and in these cases a referral to the EPPP (Eastbourne primary Placement Panel) will be made via the approved information passport (appendix 1). Further, external specialist involvement (such as ESAS) and Governors' Disciplinary Committee meetings may also be necessary.

The School will always consider whether any alternatives to exclusions are appropriate, these include:

- **Restorative Justice** which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process;
- **Mediation** through a third party - usually a trained mediator - is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties.
- **Internal Isolation** which can be used to defuse situations that occur in school that require a pupil to be removed from class but may not require removal from the school premises;

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### Relationship to other Policies and Procedures

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This policy relates to the following policies:

- **Behaviour Management,**
- **Inclusion,**
- **SEND,**
- **Anti-Bullying**
- **Drugs and Alcohol**
- **Equality and Diversity**

<b>Roles and Responsibilities</b>	
<b>Role</b>	<b>Responsibility</b>
Governors	<ul style="list-style-type: none"> <li>• Establish this policy</li> <li>• Monitor and review the effectiveness of this policy</li> <li>• Set up Governors' Disciplinary Committees to review permanent exclusions in line with statutory requirements and timescales.</li> </ul>
Headteacher	<ul style="list-style-type: none"> <li>• Ensure structures are in place to support the effective implementation of this policy</li> <li>• Be the ultimate decision maker for all cases of fixed-term or permanent exclusions</li> </ul>
Senior leadership Team	<ul style="list-style-type: none"> <li>• Have oversight of pre-exclusion investigations</li> <li>• Advise Headteacher on exclusions on a case-by-case basis</li> <li>• Have oversight of the exclusion and reintegration process</li> <li>• Ensure incidents are fully investigated</li> <li>• Ensure all administration is carried out in line with guidance.</li> <li>• Ensure that alternatives to fixed-term exclusions are considered</li> </ul>
AHT Inclusion	<ul style="list-style-type: none"> <li>• Manage Learning &amp; Behaviour mentors and Learning support assistants in order to reduce external exclusions and improve behaviour, ensuring that appropriate academic and pastoral work is carried out</li> <li>• Ensure appropriate liaison with parents takes place</li> </ul>
Heads of Year & Class teachers	<ul style="list-style-type: none"> <li>• Carry out investigations and keep written records of these</li> <li>• Support in exit and reintegration of excluded pupils</li> <li>• Complete referral forms</li> <li>• Set up and carry out mediations where appropriate</li> </ul>
Clerk to Governors	<ul style="list-style-type: none"> <li>• Administer Appeals Process</li> </ul>
Chair of Governors	<ul style="list-style-type: none"> <li>• Manage Appeals</li> <li>• Manage and serve on Disciplinary Committees to review exclusions as per the Guidance</li> </ul>
All staff	<ul style="list-style-type: none"> <li>• Provide evidence of pre-exclusion investigations</li> <li>• Participate in mediation where appropriate</li> </ul>

#### **Arrangements for Monitoring and Evaluation**

- AHT for Inclusion will monitor the day-to-day work of staff, learning and behaviour mentors and learning support staff

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- Senior leadership Team will monitor the effectiveness of this policy by reference to appropriate data provided by Inclusion Manager
  - Heads of year/phase will monitor the achievement data of excluded pupils, highlighting those in need of additional support
  - Chair of Governors will receive copies of all exclusion letters
  - Governors Disciplinary Committees will review exclusions as per the guidance

**Appendix 1. Information Passport EPPP (see attached)**

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**Appendix 2. Exclusion Guidance for Schools and Academies. Updated: July 2017. (see attached)**

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