



# **Cleves Cross Learning Trust**

## **Pupil Exclusion Policy**

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Executive Head Teacher: Mrs A Lazenby  
Trust Chair: Mr. J Muir

## **Cleves Cross Learning Trust Policy Regarding Pupil Exclusion**

**UN CRC Article 28: (Right to education):** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence.

**The Trust seeks to avoid exclusions and they are extremely rare across our schools. They take place only for very serious incidents or when other strategies have been tried and have failed over time.**

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupils behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teachers and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent 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.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons
- Frequent high level of non-compliance
- Frequent high levels of disrespect to all adults who work in school

### **Exclusion**

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on **the balance of probabilities**, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

### **Managing serious or persistent problems**

- We accept that it is the behaviour that is the problem and not the child.
- The behaviour of children giving cause for concern will be assessed.
- Triggers established.
- Individual programmes will be planned to help modify inappropriate behaviour.
- The child will be referred to Behaviour Support.

The Educational Psychologist may become involved. Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

### **Individual Behaviour Support Plans**

Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices. They will:

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;
- Emphasize teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Head Teacher etc.; Each Support Plan must include some form of self-assessment – e.g. chart to grade own behaviour during a session to encourage responsibility for own behaviour;

### **Classrooms - Teaching and learning must be able to take place undisturbed in classrooms.**

If this is prevented from happening by an individual or group, the behaviours must be tackled.

The aim of our positive behaviour management policy is:

- to help pupils realise the appropriate behaviour and provide strategies/guidance on putting it right
- to reward positive behaviour
- to help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour.

To support good behaviour we have a clear process that is shared with the children. Class rules are established across the school and are consistently applied by all staff. These are regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole school.

### **Types of exclusion**

#### **1. Fixed term exclusion (formerly known as being 'suspended')**

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

- Violence towards and adult or child (which is deliberate and /or causes serious injury)
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)

#### **2. Permanent Exclusion (formerly known as 'expelled')**

*Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly. Only the Head Teacher can permanently exclude a pupil or the Senior Teacher if the Head Teacher is out of school.*

The Head Teacher may decide to permanently exclude a pupil only when s/he is sure that:

- The pupil has seriously breached the school's discipline policy.
- If the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all exclusions and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA Officers, such as the Inclusion Officer and the Exclusion Officer if necessary.

Parents are able to seek advice from the Parent Partnership service if they have concerns, and may also contact the school's governors following exclusion if they wish to.

Parents of all pupils who are excluded on a fixed-term will be invited to a reintegration meeting, usually on the pupils first morning back into school, so that an appropriate way forward can be agreed.