



St. Peter's Catholic Primary, Stalybridge

School Exclusions Policy

MISSION STATEMENT

St. Peter's Catholic Primary School is at the heart of a Christ-centred community where every person's uniqueness is celebrated with joy, and is truly valued. We foster caring, supportive relationships based on mutual respect and love. We embrace the different communities to which we all belong home, school and parish, as well as our local, national and global families. When we welcome the child, we welcome the family. We strive for excellence in all we do, to be the very best that we can be.

OVERVIEW

A pupil will only be excluded from this school as a last resort when other means of dealing with the concern(s) have been exhausted. The headteacher and the governing body will follow the DfE statutory guidance and take account of LA advice when carrying out their functions in relation to exclusions.

INTENT

1. It is the intention of the governing body that wherever possible no child should be excluded until all other reasonable strategies have been exhausted.
2. The governing body will support the headteacher in using exclusion as a sanction where it is warranted.
3. This policy sets out the procedures that must be followed when a pupil is excluded.
4. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
5. Exclusions will be used to prevent unacceptable behaviour from disrupting the good running of the school and to keep pupils and staff safe.
6. The school will work in partnership with parents to try to resolve the issues before reaching an exclusion stage.
7. The headteacher and governing body will have regard to the DfE statutory guidance in terms of how they discharge their obligations to pupils, parent/guardians and carers.
8. The headteacher and governing body will comply with their statutory duties in relation to a pupil's SEND and where appropriate the provisions of any EHC plan when administering the exclusion process. This will include having regard for the SEND Code of Practice.
9. Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it will, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required.

IMPLEMENTATION

1. Where either a fixed term or permanent exclusion is being considered the headteacher and governing body will follow the *DfE statutory guidance set out in the 'Exclusion from maintained schools, academies and pupil referral units in England statutory guidance for those with legal responsibilities in relation to exclusion.'* In addition they will seek and take account of the LA's additional guidance and specialist expertise.
2. Any decision to exclude a pupil will be made lawfully, reasonably and fairly.
3. The school will give particular consideration to the fair treatment of pupils from the groups identified in the DfE guidance who are vulnerable to exclusion.
4. If exclusion is decided to be the appropriate way forward the school will continue to endeavour to work with the pupil and its parents/guardians and carers and involve them as appropriate, throughout the process.
5. Where the school has concerns about a pupil's behaviour, it will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, the school will consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.
6. The school will work with parents/guardians, carers and the LA to take reasonable steps to set and mark work for pupils during the first five school days of exclusion; and it will work with the LA to establish that alternative provision is arranged from the sixth day.
7. If the headteacher excludes a pupil they will notify parents/guardians and carers of the period of the exclusion and the reason(s) for it. They will also, without delay and in writing, provide parents with access to the statutory information set out in the DfE guidelines.
8. The headteacher will notify the governing body and the local authority of any permanent exclusion and any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and any exclusion which would result in the pupil missing a national curriculum test.

9. Where it is appropriate excluded pupils will be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand
10. Where parents/guardians and carers dispute the decision of the governing body not to reinstate a permanently excluded pupil, they can in line with the DfE guidance, ask for this decision to be reviewed by an independent review panel.
11. The governing body will consider parents' representations about an exclusion in line with the requirements set out in the DfE guidance and LA advice.
12. If the governing body is legally required to consider the reinstatement of an excluded pupil they will follow the procedures set out in the DfE guidance and take account of the advice offered by the LA.
13. The school will work with parents/guardians and the LA to devise an appropriate and bespoke strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

IMPACT

The school will only ever very rarely consider using exclusions as a last resort. It intends that exclusions will be considered only in exceptional circumstances as a last resort when all other strategies have failed to bring about the required change in a pupil's unacceptable conduct. The detailed procedures that will be applied when using this policy will be those set out in the DfE statutory guidance. They will be followed at all times.

Katherine Ryan
Headteacher
November, 2021

Review date: November, 2022