



## **Exclusions Policy**

**BEDWELL PRIMARY SCHOOL**

**Bedwell Crescent,  
Stevenage, Herts, SG1 1NJ**

**Revised October 2022**

**Reviewed November 2024**

## CONTENTS

1.	Introduction	3
2.	The use of exclusions	3
3.	Exclusion procedure	4
4.	Lunchtime exclusion	5
5.	Permanent exclusion	5
6.	Factors the school will consider	6
7.	Exercise of discretion	7
8.	Managed moves	7

## 1. INTRODUCTION

This policy deals with the school's use of exclusion. It is underpinned by the shared commitment of all members of our school community to achieve two important aims:

- To ensure the safety and well-being of all members of the school community
- To maintain an effective educational environment in which all children can learn and succeed

This policy is designed to be read alongside our Behaviour Policy, which details how inappropriate behaviour should be dealt with in the first instance, along with the way in which we promote and reward positive behaviour around school.

## 2. THE USE OF EXCLUSION

The decision to exclude a child will be taken in the following circumstances:

- In response to inappropriate behaviour at and beyond Level 4, as defined in the school's Behaviour Policy
- If allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher). Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute unacceptable behaviour:

- Verbal abuse of staff, children or other members of the school community
- Physical abuse of staff children or other members of the school community
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances

- Theft
- Threatened violence against staff, children or other members of the school community
- Sexual abuse or assault
- Supplying illegal drugs
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

### 3. EXCLUSION PROCEDURE

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The Department for Education (DfE) regulations allow the Headteacher to exclude a child for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to promptly review all permanent exclusions from the school and all fixed term exclusions that would lead to a child being excluded for over 5 days in a school term or missing a national assessment window (eg. KS2 SATs). When reviewing exclusions, Governors will follow Hertfordshire County Council Exclusions Guidance, which can be found at <https://thegrid.org.uk/admissions-attendance-travel-to-school/exclusions>

Following the decision to exclude, parents are contacted immediately. A letter will be sent by post or hand delivered giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority.

A return to school meeting will be held following the expiry of the fixed-term exclusion this will involve two members of the Senior Leadership Team. If the fixed term exclusion is greater than five days or an accumulation of exclusions exceeds five days, a Pastoral Support Plan (PSP) or Risk Reduction Plan (RRP) will be drawn up. This needs to include input from the school, the child and parents/carers, and agreed by all parties. Further information on creating effective plans is available as part of the HCC Emotional, Wellbeing and Behaviour Strategy 2022-23, which can be found at: [thegrid.org.uk/news/hertfordshire-emotional-wellbeing-and-behaviour-strategy](https://thegrid.org.uk/news/hertfordshire-emotional-wellbeing-and-behaviour-strategy)

A fixed-term exclusion will usually take the form of the child being required to remain at home. During the course of a fixed-term exclusion where the child is to be at home, parents/carers are advised that the child is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

#### 4. LUNCHTIME EXCLUSION

Children whose behaviour at lunchtime is anti-social may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed-term exclusion and parents will have the same right to gain information and to appeal.

#### 5. PERMANENT EXCLUSION

The decision to exclude a child permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. A final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This could include persistent and

defiant misbehaviour including bullying (including racist or homophobic bullying) or repeated possession / use of an illegal drug on school premises.

2. Where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another child, member of staff or other member of the school community
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the child concerned. The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of our school community.

## 6. FACTORS THE SCHOOL WILL CONSIDER

Before deciding whether to exclude a child, either permanently or for a fixed period, the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence to support the allegations, taking into account the Behaviour Policy and Equal Opportunities Policy
- Allow the child to give their version of events
- Establish whether the incident may have been provoked (eg. by bullying or by racial or sexual harassment)

If the Headteacher is satisfied that, on the balance of probabilities, the child did what they are alleged to have done, exclusion will be the outcome.

## 7. EXERCISE OF DISCRETION

In reaching a decision, the Headteacher will look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy
- The effect that the children remaining in the school would have on the education and welfare of other children and staff

In line with its statutory duty, these same two tests of appropriateness will form the basis of the Governors deliberations, when they meet to consider the Headteacher's decision to exclude.

## 8. MANAGED MOVES

From time to time, school leaders are asked to admit a child into their school where relationships at another school have become strained and the child is at risk of exclusion. This process takes place under HCC's Fair Access Protocol, and is termed a 'managed move'. Further information on the process is available at:

<https://www.hertfordshire.gov.uk/media-library/documents/schools-and-education/admissions/fair-access-protocol/hcc-fair-access-protocol-2021.pdf>

In order for the move to be successful, the school will need a thorough understanding of the individual child's needs, behaviour, strengths, areas for development and current support. This must include a meeting with the child and their parents/carers, so that expectations and strategies and support plans can be agreed.

The child will be given a 'fresh start' at Bedwell, and will be subject to the same behavioural expectations as all other children at the school.