



'BE THE BEST YOU CAN BE!'

EXCLUSION Policy

Lead person responsible:

Ms M Loosemore

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Review Date: January 2026

Aim

Roe Green Junior School has the highest concern for the safety and wellbeing of the whole school community, and we work hard to ensure that our ethos and environment supports student learning and success. Exclusion is a sanction used only as a last resort, and we aim to reduce the need for the use of it as far as is possible. This policy outlines the school's use of exclusions and is supported by our school behaviour policy.

Good behaviour at school is vital for children to learn well. Children who fail to attend school regularly or who persistently misbehave are more likely to:

- leave school with few, if any, qualifications
- be at risk of becoming involved in criminal activity
- have difficulty holding down a job
- experience social and other problems later in life.

For this reason, our school behaviour policy is regularly updated and is available to pupils, staff and parents.

Our Behaviour Policy is available to read on our school website in full.

Practice

At Roe Green Junior School we recognise and acknowledge that unacceptable behaviour can be systematic of social and/or emotional issues. We therefore do not exclude without investigating the causes. Pupils are given an opportunity to discuss underlying issues before a decision is made.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head teacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies

Power to exclude

The Head teacher is the only member of staff within the school who can exclude a pupil, either permanently or for a fixed-term. In the absence of the Head teacher, the deputy head or Acting Head teacher can make this decision. The Governing Board can review the Head teacher's decision and consider appeals from parents of excluded pupils. They may direct the reinstatement of an excluded pupil, or uphold an exclusion after a review, but they cannot exclude a pupil themselves.

Reasons for exclusion

There are two main reasons for exclusion: a serious breach of the school's behaviour policy, or a situation where it is feared that the safety and wellbeing, or education, of other students is at risk.

In line with the school's Behaviour Policy, the following actions constitute unacceptable behaviour and may result in permanent or fixed-term exclusions:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/racial abuse on staff
- physical abuse to/ racial abuse on pupils
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- 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 pupil's behaviour.

Making the decision to exclude

Exclusion of any sort, for any period of time, is taken very seriously by the school, and the decision to exclude is not taken lightly. Various alternative strategies to manage behaviour will be tried before exclusion, as this sanction is only used as a last resort unless there is an immediate threat to safety within the school.

If it is decided that exclusion is necessary, the parents or carers of the pupil will be notified, and the circumstances surrounding the exclusion will be formally recorded.

Contributing Factors

When considering whether to exclude, the Head teacher will always take account of any contributing factors identified after an incident of poor behaviour has occurred – for example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early Intervention

The Statutory Guidance is clear that early intervention should be used to address underlying causes of disruptive behaviour. This should include:

- an assessment of whether appropriate support is in place to support any special educational needs or disability that a pupil may have
- the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour.

Alternative behaviour management strategies

- **Internal exclusion**

If a pupil needs to be removed from a lesson that is in progress, or a social situation, for disruptive behaviour or to calm down, it may be necessary to place that pupil elsewhere in the school. This may occur over break times and will be used in circumstances where it is not necessary to remove the pupil from the school site, but separation is needed. They will be placed in another class or somewhere where appropriate support and supervision can be provided.

- **Mediation**

If there is a conflict between two or more pupils, a member of staff will discuss with those involved and attempt to mediate the situation through discussion. This strategy may also be used if there is a conflict between a teacher and a pupil.

- **Restorative justice**

This strategy is dependent on the cooperation of all parties involved in an incident or situation, and will usually be used where one person has done something to upset or harm another. It can be helpful for the offender to redress the harm that they have done and hopefully learn from their mistakes. It can also provide closure for those who have been harmed.

This policy should be read in conjunction with the Brent Exclusion Protocol