



**BRADGATE**  
Education Partnership

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# The Pochin School

## Exclusions Statement

This statement is reviewed every two years by the Bradgate Education Partnership Board, and was last reviewed on: 27<sup>th</sup> June 2018

This statement was adopted by the Local Governing Body of **The Pochin School** on: **18<sup>th</sup> September 2018**

**Signature .....** (Chair of Local Governors)

**Print Name .....**

This policy should be read in conjunction with the schools 's Behaviour Policy

## Exclusion Arrangements

This document sets out the arrangements for school exclusions within the Bradgate Education Partnership Academy Trust and should be read in conjunction with the above named school's Behaviour Policy.

## Grounds for Exclusion

- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- Disruptive behaviour can be an indication of unmet needs.
- Whilst a single, major incident may justify exclusion, continued failure to respond to other sanctions may also arise. In such cases incidents causing concern and actions taken must be fully and accurately recorded by the Headteacher and staff concerned. If a school has a concern about pupil behaviour, the school will try and identify if there are any casual factors and intervene early in order to reduce the need for a subsequent exclusion. This may lead to a multi-agency assessment that goes beyond pupil's educational need.
- Every effort will be made to discuss behaviour problems with parents and to seek co-operation in resolving problems before exclusion is considered for any child.

## The Role of Governors

- The Trust Board and school governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour which reflect the school's ethos of positive behaviour and of reviewing their effectiveness.
- The Trust Board and school governing body will follow the DfE's statutory guidance dated September 2017: [Exclusion from maintained schools, academies and pupil referral units in England](#).
- The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policies but governors may give advice.

## The Role of Parents

- We hope to encourage parents to play a positive part in the resolution of any learning and behaviour difficulties. Every effort will be made to enable discussion to take place with the parent especially when exclusion is being contemplated.
- Where, despite approaches and the involvement of outside agencies, the school is unable to persuade a parent to visit and discuss problems; the matter will be passed to the governing body.

## Exclusion Arrangements

### Fixed-term and permanent exclusions

- Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. If the Headteacher excludes a pupil they must inform the parents immediately, giving reasons for the exclusion. If it is a permanent exclusion the Headteacher must make it

clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school must inform the parents how to make an appeal.

- The Headteacher must inform the governing body and the Local Authority of:
  - A permanent exclusion
  - Exclusions which would result in the pupil being excluded for more than 5 school days in a term.
  - Exclusions which would result in the pupil missing a public examination or national curriculum test.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The local governing body has a discipline committee which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the governors.
- For a permanent exclusion, if the pupil lives outside the Local Authority in which the school is located, the Headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.
- When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.
- If a governors appeal panel decides that a pupil should be reinstated and not permanently excluded, the Headteacher must comply with this ruling.
- On reintegrating pupils back into school, they will meet with the Headteacher / Deputy Headteacher on the first day back at school, with parents/carers, where discussions will take place for management of future behaviour.
- The school should set and mark work for pupils during days 1 - 5 of exclusion and alternative provision must be arranged from the 6th day.
- You'll get a letter from the school telling you what to do if you disagree with the exclusion.
- If the exclusion is for 5 days or fewer, you can still ask the governors to hear your views but they can't overturn the Headteacher's decision.