



**St. Anne's R.C. Primary School**

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*Headteacher: Mr. A. Pierce*

# Exclusion Policy

Adapted by: A. Pierce

Date for review: June 2026

Signed ..... Chair of Governors

Date .....

## **St. Anne's Roman Catholic Primary School**

### **Mission Statement**

As a Catholic community, we value every single member as a unique creation made in the image of God. We work together to help everyone to realise their God-given talents and their part in God's plan. Our school is a place of peace, tolerance and fairness where we follow Christ's example of loving God and loving others. Our ultimate aim is to give our community the prospects, belief and hope that every tomorrow can be a better day.

**St. Anne's - making tomorrow a better day.**

### **Exclusion Policy**

#### **Policy Intent**

- To support the school in achieving its mission;
- To keep our children safe;
- To protect the vulnerable;
- To educate our children in good behaviour, self-discipline and respect;
- To create an environment where everyone can flourish.

### **Rationale And Approach**

In the Catholic community of St Anne's, we recognise the worth and potential of individual pupils as children of God. It follows, therefore, that we:

- Recognise their unique nature as human beings , regardless of background, abilities or experiences;
- Recognise that each individual is God's own reflection- fundamentally and intrinsically good;
- Promote the concepts of self-discipline and responsibility for one's own actions for the good of all;
- Promote the belief that peace, hope and reconciliation are central to the Roman Catholic faith.
- Promote an understanding of 'The Common Good'.

In order to do this, we utilise a positive approach to behaviour management. All staff are trained in these techniques, including de-escalation strategies. Our approach is to teach our children how to behave for the good of themselves and their community; model this in all of our interactions around school; support them in managing their behaviours when things go wrong; and use reconciliation to repair relationships. We have well-trained and experienced pastoral and senior leadership teams who utilise individualised approaches to support those who struggle with their behaviour. However, we also recognise our duty to provide a safe, consistent, purposeful environment where all children can flourish and as such, will utilise discipline and consequence where children have made poor choices, in accordance with this policy.

Our curriculum supports our behaviour management / exclusion policies with many opportunities to teach our children what acceptable behaviour is. First and foremost, this comes from our Religious Education and worship programmes. Our comprehensive PHSE curriculum ensures children explore concepts such as relationships, self-worth, resilience, respect etc as well as important concepts such as conduct online and anti-bullying education whilst the wider curriculum offers opportunities to reflect on diversity, justice and self-discipline.

We aim to create and promote an environment in which pupils, parents / carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

### **Partnership with Parents**

Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At St. Anne's R.C. Primary School, we will work in partnership with parents / carers to ensure that expectations are clear and parents can reinforce them with their children. This includes ensuring that parents / carers are kept informed about decisions made in response to a child's misbehaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear.

The school is responsible for communicating to pupils, parents / carers and staff its expectations of standards and conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

- Behaviour Policy;
- Anti-Bullying Policy;
- Home-School Agreement

### **Supporting Pupils to Succeed**

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour and we strive to never "give up" on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

We will use behaviour data to assess patterns of challenging behaviour in pupils. Where patterns emerge we will intervene, drawing up a support plan with the child, parent / carer and teacher. The support plan will be devised by the Key Stage Leader. It is the class teacher's, parents' / carers' and the child's responsibility to ensure the action plan is followed.

No permanent exclusions / suspensions will be initiated without first attempting other strategies or in the case of a serious single incident, a proper investigation.

Reasons for suspensions / permanent exclusions:

- Serious breach of the school's rules or policies;
- Serious risk of harm to the education or welfare of the pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents.

Any suspension / permanent exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

### **Types of Exclusion**

#### **Internal Exclusion**

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom.

An internal exclusion is a discretionary measure where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the Child & Family Well Being lead etc).

#### **Suspension**

A suspension is when a child must remain at home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

#### **Permanent exclusion**

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case.

### **Reasons for Suspension / Permanent Exclusion**

A decision to exclude a pupil for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept that in some serious situations, suspension / exclusion may be necessary, if all other strategies have been exhausted.

The decision to suspend / exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent prejudice based harassment or hatred based acts

Exclusion may be the result of persistently poor behaviour or a serious single incident.

#### **Persistent or cumulative problems**

Internal and temporary / fixed-term exclusion may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents / carers, child and school, behaviour intervention with the Child & Family Well Being Lead, target setting, home / school communication book etc.

The length of a suspension will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

### **Single incident**

Internal and temporary suspensions may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

In such cases the Headteacher, Deputy Headteacher, Child & Family Well Being Lead or another designated school leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give their version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

The Governing Body will be informed of all permanent exclusions / suspensions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

### **The decision to permanently exclude / suspend**

If the Headteacher decides to permanently exclude / suspend a pupil they will:

- Ensure that there is sufficient recorded evidence to support the decision;
- In the head teacher's letter to parents, the reasons for the permanent exclusion / suspension must give sufficient reasons for the decision (one liners are not acceptable);
- Explain the decision to the pupil if the pupil is in the state of mind to listen to the decision;
- Contact the parents, explain the decision and ask that the child be collected;
- Send a letter to the parents confirming the reasons for the permanent exclusion / suspension;
- The length of the permanent exclusion / suspension and any terms or conditions for the pupil's return;
- Ensure that appropriate work is set;
- Plan how to address the pupil's needs and integration back into their class on their return;
- Plan a meeting with parents and pupil in his / her return to be conducted by a suitable senior member of staff;
- Inform the Local Authority without delay;
- Inform social workers where it is known that the family have a social worker. Also in the case of a Looked After Child (LAC), the Virtual School Head (VSH) must be informed of any suspension or permanent exclusion without delay;
- Social workers and VSHs must also be invited to the Governors' Disciplinary meetings and Independent Review Hearings. The social worker should as far as possible, attend the Governing Body meeting to share information. Likewise if the pupil is a looked

after child, the VSH should as far as possible, attend the Governing Body meeting to share information;

- The head teacher may cancel an exclusion that has already begun, but this should only be done where it has not yet been reviewed by the Governing Body.

### **Safeguarding**

A permanent exclusion / suspension will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents / carers will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and / or the Police to safely take the pupil off site.

### **Re-integration**

After suspension the pupil and parent / carer will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to suspension will be discussed and targets will be set for improvement. Support around behaviour will also be discussed.

### **Work Set**

When a pupil is suspended for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the suspension is over. If a child is suspended at the end of a school day then it may not be possible to arrange for work to be set until the following morning.

The school is responsible for providing education for the pupil within the first five school days of the suspension. This can include utilising online pathways. Head teachers should also take reasonable steps to ensure that work is set and marked for pupils during the first five school days of a permanent exclusion where the pupil will not be attending alternative provision. The chair of the Governing Body should ensure that there are clear processes in place to comply with its legal duty to arrange suitable full-time educational provision.

### **Behaviour outside school**

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes the any serious breach of policy which could 'bring the school into disrepute.'

### **Pupils with special educational needs and disabled pupils**

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Headteacher and SENDCo should ensure that reasonable steps, in line with the Disability Discrimination Act have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

### **Managed move**

In cases where the Headteacher and parents / carers agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent's / carer's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority and propose a managed move to another school. This is not a permanent exclusion / suspension

and in such cases the Headteacher may assist the parents / carers in placing the pupil in another school. Managed moves must be voluntary and agreed withal parties involved including the parents / carers and the new school's admission authority. They should only occur when it is in the pupil's best interests.

### **Removal from the school for other reasons**

The Headteacher may send a pupil home, after consultation with that pupil's parents / carers and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not a permanent exclusion / suspension and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons including a cooling off period in the case of poor behaviour.

### **Equal Opportunities**

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St. Anne's R.C. Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

### **Reintegration meeting**

After every period of suspension the parent and child will be offered a reintegration meeting with a senior member of school's staff. At this meeting targets will be agreed for improving behaviour.

### **Procedure for appeal**

If parents / carers wish to appeal the decision to permanently exclude / suspend, the matter will be referred to the Governing Body and handled through the school and LA appeals procedure.