

# EXCLUSION POLICY

Date Reviewed: Summer 2025

Next Review: Summer 2026

Revision number: 14

Reviewed by: AM

This policy conforms with the requirements of The Education (Independent School Standards) Regulations 2014. It also reflects the requirements of the Statutory Framework for the EYFS 2021, the Equality Act 2010 and the DfE Behaviour in Schools: Advice for Headteachers and School Staff, July 2022, Use of Reasonable Force, July 2013, as well as Keeping Children Safe in Education 2022, Sexual Violence and Sexual Harassment between Children in Schools and Colleges, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021).

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, July 2022)

**misbehaviour** when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or **misbehaviour** at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

This is a statement of the aims, principles and strategies for behaviour (including exclusion) at Cameron Vale School for all classes including the EYFS.

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following policies:

- Anti-Bullying
- Behaviour
- Child Protection and Safeguarding Children
- Complaints
- Code of Conduct
- EYFS Policy
- Health and Safety including Out of School Activities and Visits
- PSHE
- Accessibility
- SEND policy
- Supervision

## **INTRODUCTION**

The designated persons for behaviour management are the Headteacher and members of the SLT.

At Cameron Vale School our philosophy is simple; that children who are stimulated and challenged will develop a lifelong love of learning and be inspired to become the best versions of themselves that they can possibly be. We foster self-belief, promote curiosity and build resilience through a learning culture where teamwork, taking calculated risks and learning to cope with challenge is the norm and mistakes are seen as a natural part of the learning process. We have a culture of trust in which each child feels valued and in which all children can experience responsibility and learn self-discipline. As a school we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole community. Our Behaviour Policy focuses on positive behaviour and choice which supports learning and promotes, celebrates and rewards achievement.

We will ensure that all staff are consistent in their approach to behaviour management, through robust induction and training, which will be monitored rigorously by the Leadership Team. When implementing the policy reasonable adjustments are made for pupils who are on the SEND register to ensure that they are not disadvantaged.

**Cameron Vale does not use, or threaten to use, corporal punishment under any circumstances.**

## **EXCLUSION**

The school reserves the right to exclude a child whose conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the School.

- Temporary or permanent exclusion is at the discretion of the Headteacher
- Details of the procedure are communicated in full to parents in the School's Terms and Conditions.
- Details of the review procedure are in Appendix 2 of this Policy

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school and in the case of a serious single incident, is made only after a thorough investigation.

Reasons for exclusion:

- Serious breach of the school rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school
- Breakdown of the relationship between the school and parents
- For behaviour outside the school, not on school business, the Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school.

## **SUSPENSION**

Suspension is a temporary exclusion which should be for the shortest time necessary. Suspension may be imposed for a period of time from half a day to 5 days for persistent or cumulative problems. This would only be enforced when the school had already offered and implemented a range of support and management strategies. Suspension will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of uniform rules), except where these are persistent and defiant. Suspension may be used in response to a single incident of a serious breach of school rules and policies or a disciplinary offence.

In such cases the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

## **EXPULSION**

A permanent exclusion is a very serious decision and the Headteacher will consult with the Senior Leadership team and the Chairman before enforcing it. As with a suspension, it will 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 criminal or 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
- carrying an offensive weapon
- persistent bullying
- racial, sexual or homophobic harassment

If the Headteacher decides to exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the pupil
- contact the parents, explain the decision and ask that the child be collected
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- plan how to address the pupil's needs on his/her return
- plan a meeting with parents and pupil on his/her return

An exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

## **MONITORING**

This policy will be monitored and reviewed as part of the ongoing audit of practice within the school. School and classroom rules and the effect of displays to promote good behaviour and also the feedback from the staff, School Council and the Pupil Questionnaires will form part of the monitoring process.

# APPENDIX 1: REFLECTION CARDS

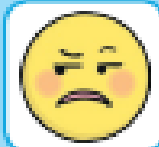
## NURESRY AND BABY ROOM

- We make use of positive modelling behaviour and reinforcing this with praise and compliments.
- Together we show appreciation and love through words and affection. Children will learn to talk and act based on how they are spoken to and how they are treated.
- Staff are mindful to be polite and respectful when talking to the children and other staff. This modelling will encourage children to be aware on how to talk and interact with others. Saying please and thank you will set a good example.
- Create classroom rules that apply to everyone. Rules are kept clear and simple, and suitable for child's age and ability.
- Focus on giving lots of praise when we feel proud of them or when they behave in a desirable manner. This helps children learn what positive behaviour looks like. Good behaviour is rewarded with lots of attention, praise, cuddles and favourite activities. We are always clear to make the group aware of what we are praising and why. Positive language to reinforce these expectations e.g., "*we use gentle hands*" instead of "*no hitting*". We tell and show our children what we want them to do instead of what we don't want them to do. For example, say "*Please put your toys in the box*" and show them what to do, rather than "*Don't leave your toys out*".
- Staff are encouraged to express and deal with their own difficult emotions, in an appropriate manner, within the classroom. When we express disappointment without shouting or hurting others, we teach children how to deal with angry feelings.
- Being aware of triggers is helpful and staff should be mindful of these. A gentle reminder to stop and think about the possible feelings and needs underneath the behaviour, before responding, is always a good response to have.
- We spend alone time with children who are struggling. Examples include playing a game, reading a book, or spending time outside of the classroom. Having some time away from the group is a great opportunity to chat and spend time together, and will also help them regulate their emotions and response.
- If a child lashes out or gets upset occasionally, this is perfectly ok. We would encourage them to say sorry, but will not be forced to apologise. They would then be offered an alternative activity to do. When they are calm the teacher would have a chat to them and discuss their reaction and what the alternative would have been, what they can do to make it right when they lose control of their emotions and give them a cuddle to reassure that we still care about them. In this way we are showing the child what to do and it will make them feel valued.
- Children who display inappropriate behaviour on a regular basis – parents will be made aware of the behaviour and a meeting will be had to discuss how we can facilitate/reinforce the required behaviour.

# Feelings Reflection

What happened?

How did you feel?



stressed



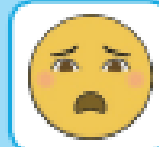
upset



nervous



angry



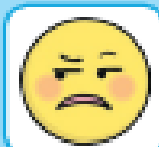
worried



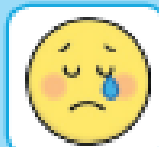
other

What can you do next time?

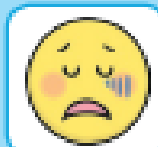
How do you feel now?



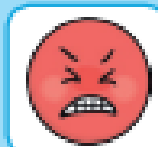
stressed



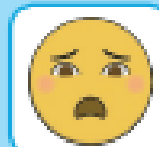
upset



nervous



angry



worried



other

Are you ready to return to the group?



# Upper School

## Reflection Card

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What happened:

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Did I make a good choice?

Yes

No

What mood was I in:



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What is my plan for next time:

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# **APPENDIX 2: REVIEW PROCEDURE**

## **PROCEDURE FOR REVIEW FOLLOWING EXCLUSION**

The decision to expel or require the removal of a pupil from the School may be subject to review by The Governing Body at the parents' request. The decision to suspend a pupil for fewer than 11 school days may not be subject to review unless the suspension would prevent the pupil taking an examination.

If parents wish to ask for a review of the decision to expel a pupil from the School, they must make the request within seven days of being notified of the decision. The matter will be referred to the Chairman. A representative for the governing body, who was not involved in the initial decision to exclude, will acknowledge the request and schedule a hearing to take place as soon as practicable and normally within five days.

Records relating to the decision to exclude and the parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances however shall the school or its staff be required to divulge to parents or others any confidential information on or the identities of pupils or others who have given information which has led to the exclusion or which the Headteacher has acquired during an investigation.

The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

If possible, the representative for the governing body will resolve the parents' complaint without the need for further investigation. Where further investigation is required, the representative for the governing body will decide how it should be carried out. After due consideration of all the facts considered to be relevant, the representative for the governing body will reach a decision on whether to uphold or rescind the exclusion or may make other recommendations. This decision will be made within ten days of the hearing.

The representative for the governing body will write to the parents informing them of the decision and the reasons for it. The decision of the governing body will be final. The governing body's findings and, if any, recommendations will be sent in writing to the parents, the Headteacher, the Chairman and the other governors.