**Permanent Exclusions Policy**

**Barnston Primary has adopted this Policy 2020**

*The government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as* ***a last resort*** *in response to serious or persistent breaches of the school’s behaviour policy* ***and*** *where allowing the pupil to remain in school would* ***seriously harm*** *the education or welfare of the pupil or others in the school.* (DfE, 2017)

**General Information**

* Information about exclusions is a part of Barnston school’s behaviour policy. The policy is always shared with parents/carers, pupils and the whole school community, including any changes/updates that have been made.
* It is a legal requirement for this to be publicised and accessible on the school website\*.
* The school’s behaviour policy clearly states incidents that may lead to a permanent exclusion.
* School will send an “At risk of permanent exclusion form” into the Local Authority **prior** to the exclusion being actioned\*\*.
* Where there is no evidence that a pupil has committed an offence, the decision to exclude must be taken on the “balance of probability” that the incident occurred.
* Permanent exclusions can be a result of either a serious one-off incident or a history of persistent disruptive behaviour. The school will consider the exclusion checklist **before** making the decision to permanently exclude.
* Where the exclusion is a result of a serious one-off incident, witness statements should be taken by all involved, these should be signed and dated in order to be considered as evidence. This includes the alleged perpetrator, any victims and any staff/pupils who were present. (Please note. that a signed confession from an alleged perpetrator is not evidence, confessions can be retracted.)

\*While Academies are not required by law to publish their behaviour policy on their website, the DfE

 advises that it is good practice to do so.

\*\* Unless the exclusion is due to a serious one-off incident.

**Long Term Effects of Permanent Exclusion**

The effects of permanent exclusion for a child can prove to be long lasting and life limiting. It is important to remember the “bi-directional association” between exclusions and psychological distress/mental health difficulties – **pupils who are permanently excluded from school often go on to develop mental health difficulties and one in two pupils who are excluded already have a recognised mental health difficulty**. More than half of UK prisoners have previously been excluded from school and there are links between exclusion from school and an increase in the risk of mental health problems and suicidal ideation later in life.

**Exclusions and SEND**

Barnston Primary is aware that a common question that is asked at Independent Review Panels is ‘How you know that the pupil does not have special educational needs or a disability?” Please ensure you have explored the possibility of underlying SEND before permanently excluding.

Barnston Primary will take note of the following DfE guidance when considering permanently excluding a pupil with SEND:

* *The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice (please also refer to* [*https://www.gov.uk/government/publications/send-codeof-practice-0-to-25*](https://www.gov.uk/government/publications/send-codeof-practice-0-to-25) *for further guidance).* (DfE, 2017)
* *Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.* (DfE, 2017)
* *As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with EHC plans and looked after children.* ***The head teacher should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child.***(DfE, 2017)

For further advice **before** permanently excluding a pupil, please speak to Anna Dollard – Inclusion Strategy Manager on 0151 666 4398.