



**MAPLE  
GROVE**

## **EXCLUSIONS POLICY**

Reviewed	May 2022
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Owner	Ben Reading

While it is not a course of action we would pursue often, or lightly, there may be circumstances where it is necessary for the Headteacher to exclude a pupil from Maple Grove School. This is always a difficult decision, but can be essential to protect the safety of pupils and staff or continued good order within the school. A risk assessment will always be completed by school staff as part of an exclusion.

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- Following exclusion parents are contacted immediately where possible. A letter will be sent by post or email giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the school and to the LA as directed in the letter.
- A return to school meeting will be held following the expiry of the fixed term exclusion and will involve a senior member of staff.
- During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.

Exclusion may be used for any of the following, all of which constitute examples of unacceptable behaviour:

- Verbal abuse to Staff or pupils
- Physical abuse or attack on staff or pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has been previously reported and for which the school sanctions and other interventions have not been successful in modifying the pupils' behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

As a last resort, permanent exclusions are always agreed with the pupil's LA and parents/carers and invariably mark the end of a process which has included extensive consultation with officers of the Authority, parents and the pupil. These discussions will have focused on the attempts made by the school to support the pupil and manage his or her behaviour, very often in increasingly difficult circumstances.

We have developed procedures and practices which will reduce the number of pupils at risk of permanent exclusion, including personalised programs which closely match the aptitude of the individual, and make effective use of good relationships between staff and pupils. These programs are often composite schedules, the principal components being: home tuition, work experience, supported extramural activities and attendance at school for specific subjects

Our aim is always to ensure that all our pupils are able to complete Key Stage 4 and make a successful transition to post-16 education or training.