



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

Exclusions Policy

School Ethos, Vision and Aims

Lancaster Christ Church is a caring school with a strong sense of community. We value the uniqueness of every child and are committed to a fully inclusive learning environment. With Christ at our centre, we encourage all children to grow and learn surrounded by love and a feeling of belonging. We strongly believe that every child matters, value all individuals and celebrate diversity.

We want our children to become confident, resilient, independent learners with a strong sense of self-worth and a caring attitude towards others.

We encourage everyone in our school to *'Have faith...in yourself...in others... in God'*, because **"Nothing will be impossible with God." Luke 1:37**

We aim to:

- To ensure the distinctive nature of our Church school with the Christian Faith underpinning all that we do.
- To create a nurturing environment where everyone can feel safe, supported, and valued.
- To involve parents, carers, the church, and the wider community to enrich children's learning and cultural capital.
- To provide an ambitious, relevant, and coherently planned and sequenced curriculum that supports children's ability to know more, remember more, and be able to do more.
- To equip our children with the knowledge, skills, experiences, and attitudes they will need to successfully contribute to our future society.
- To enable all children to reach their full potential through high quality teaching, targeted academic support and wider approaches.

Statement of Principles

Through the Behaviour Policy, all members of the school community will promote and teach the values we learn from the example of Jesus Christ:

- Forgiveness and reconciliation
- Respect for self and others
- Truth and honesty
- Trust and fairness
- Tolerance and compassion
- Self-discipline

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- Respect for property and the environment
- Politeness

Such values not only promote the Christian ethos and aims of Lancaster Christ Church Church of England Primary School, but also assist in the preparation of the children for the responsibilities and duties of adult life.

Introduction

At Lancaster Christ Church Church of England Primary School, we believe that:

- children have the right to play, work and learn in a friendly, safe school environment;
- parents have the right to feel welcome and to know that their children are safe, well taught and cared for and happy;
- teachers have the right to teach in a school in which they are supported;
- all staff working in our school have the right to feel valued and respected.

We have a responsibility to promote spiritual, moral, social and cultural development, and a life-long love of learning, in order to enable our pupils to grow into well-rounded individuals who can make positive contributions to society.

Everyone who works and learns in our school should:

- Show consideration towards others and treat everyone with mutual respect and courtesy;
- Value the right of everyone to learn without disruption in a safe and caring environment;
- Encourage high expectations and promote a positive attitude towards learning.

The staff and Governors of Lancaster Christ Church School are committed to inclusion, and it is anticipated that the ethos and management of our school, its environment, the partnership with parents, coupled with our Behaviour Policy, will reduce or eliminate the need for pupils to be excluded. However, should exclusion prove necessary, procedures will strictly follow the guidance provided by the Local Authority and DfE.

Behaviour Expectations

At Lancaster Christ Church, we have high expectations of both our own behaviour and that of others. We recognise that we are all part of the same family - that of our school, and that of God - and that our behaviour has consequences for those around us.

Our school Code of Conduct identifies the key expectations of behaviour in school:

- Take care of yourself
- Take care of others
- Take care of our school

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Our Code of Conduct is underpinned by our vision statement and our commitment to the recognition, promotion and celebration of Christian values.

Our expectations are displayed in classrooms and corridors and regularly verbalised and discussed with children. They are communicated regularly with everyone in school to enable a consistent approach to behaviour management throughout the school, praising and celebrating positive behaviour, while enforcing appropriate consequences for unwanted or unacceptable behaviour.

Supporting Pupils to Succeed

At Lancaster Christ Church, we recognise that unwanted or inappropriate behaviour can be an indication of unmet needs. If we have concerns about a pupil's behaviour, we will first try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. We will use behaviour data to assess patterns of challenging behaviour, and where patterns emerge, we will systematically intervene, drawing up an action plan with the child, parent and teacher. In this situation, we will consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.

Reasons for Exclusion

The Headteacher will use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The types of circumstance that may warrant a suspension or permanent exclusion include:

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use, or threat of use of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Sexual misconduct
- Persistent or general disruptive behaviour
- Inappropriate use of social media or online technology

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, considering the school's Behaviour, Inclusion and Equal Opportunities Policies and the need to apply those policies consistently.

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- Allow the pupil to give his/ her own version of events.
- Check whether the incident may have been provoked, e.g. by racial or sexual harassment.
- Consult others, if necessary.

Types of Exclusion

Fixed-Term Exclusion ('Suspension')

Fixed term exclusion, or Suspension, is when a child is excluded from school and must remain home for a fixed amount of time.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the headteacher will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

The Headteacher may suspend a pupil for up to 45 days in any academic year. A suspension does not have to be for a continuous period. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Where an excluded pupil is of compulsory school age, parents must ensure that the pupil is not present in a public place at any time during school hours for the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The Headteacher will normally only consider such action:

- In response to a serious breach or persistent breaches of the school's behaviour policy.
- where allowing the child to remain in school would seriously harm the education or welfare of the child, or others in the school.
- there is evidence that previous plans and strategies have been consistently applied but brought about no significant improvement in the behaviour of the pupil

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Permanent exclusion is usually the final step in the process for dealing with disciplinary offences. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil.

Permanent exclusion may, however, occasionally be in response to a single, serious, one-off incident. An example could be a child who has committed a single serious one-off offence, even if they have never been in trouble before. That might be something like assaulting a pupil or member of staff or bringing a knife or drugs into school.

It is up to each school to define what counts as a serious offence. Schools will consider whether to inform the police and/or social care where a criminal offence may have taken place.

A child should not be sent to school when they have been excluded. If a parent sends their child to the school when they have been excluded, they will be supervised but not educated. The school will make efforts to contact the child's parents to collect them. If this is not possible, the matter may be referred to a social worker and treated as a supervision issue.

Communicating with Parents

Whenever a headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it.

They must also, without delay, provide parents with the following information in writing:

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Education for Excluded Pupils

If a child has been excluded for a fixed period, the school will set and mark work for the first 5 school days.

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If the exclusion is longer than 5 school days, the school will arrange suitable full-time education from the sixth school day, e.g. at a pupil referral unit (PRU).

If a child is permanently excluded, the Local Authority is responsible for arranging educational provision for them from the sixth day.

Alternative Provision

If alternative provision is being arranged, then the following information will be provided to parents:

- the start date for any provision of full-time education that has been arranged for the child during the exclusion;
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the pupil to identify the person they should report to on the first day.

It is a parent's responsibility to make sure that their child attends any alternative education that has been arranged for them.

Conduct outside the school gates

The behaviour of a pupil outside of school can be considered grounds for an exclusion. This can include behaviour on school trips and travelling to and from school. Cyber-bullying outside of school can also lead to an exclusion.

Reintegration

After a fixed-term exclusion the pupil and parent will be requested to attend a reintegration meeting with the Headteacher. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. We will also discuss how school and home can work together to support the pupil to make the required improvements.

Managed Move

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

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Removal from School for other Reasons

The Headteacher may send a pupil home, after consultation with parents 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 exclusion.

Safeguarding

In all exclusion cases, safeguarding procedures will be considered and followed. Exclusion is only to be used as a last resort and all other avenues of support, identified through Lancashire's Continuum of Need, will be explored in the first instance. Exclusion will not be enforced if doing so may put the safety of the pupil at risk. For Children Looked After, exclusion will only be considered after working with Social Care and the Virtual Head. In cases where parents 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.

Reporting to Governors

The Headteacher must inform the governing body of:

- any permanent exclusions
- any suspensions or permanent exclusions which would result in the pupil being excluded for more than five school days (or more than 10 lunchtimes) in any one term
- any suspension or permanent exclusions which would result in the pupil missing a public examination.

Reporting to the Local Authority (LA)

The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion.

For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the headteacher must also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it without delay. The headteacher must also inform the governing board once per term of any other suspensions of which they have not previously been notified.

Notifications must include the reason(s) for the suspension or permanent exclusion and the duration of any suspension or, in the case of a permanent exclusion the fact that it is permanent.

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Challenging Exclusions

Following an exclusion, parents will receive information in writing informing them of how they can challenge the decision if they disagree with the exclusion.

If a child has been excluded for five days or fewer, parents can ask the Governors' Discipline Committee to hear their views. There does not have to be a meeting of the committee and the headteacher's decision cannot be overturned, but the governors' views will be placed on the child's record.

For all fixed period exclusions of over five school days in a term the Governors' Discipline Committee can overturn the headteacher's decision and can reinstate the pupil. The committee can reinstate a pupil either immediately or from a specified date. This may not be possible where the meeting is held after the exclusion has ended but a note of any decision will be placed on the pupil's record.

For exclusions of more than five and up to 15 school days in a term, parents can ask for a meeting of the Governors' Discipline Committee. This must take place within 50 school days.

For exclusions of over 15 school days in a term there must be a meeting of the Governors' Discipline Committee. This will be within 15 school days.

Parents are entitled to attend the meeting and can take a supporter or friend. The school will provide details in writing of the arrangements for the meeting.

Complaints

Lancaster Christ Church has a policy for the handing of complaints. This can be found on the school website.

Consultation, Monitoring and Evaluation

The Headteacher, along with school staff, monitor the effectiveness of this policy on a regular basis.

Each year, the policy is reviewed by the governing body and, if necessary, recommendations for further improvements or amendments are made.

Related Documents

- School suspensions and permanent exclusions (Updated June 2026): DfE

This policy was reviewed and agreed by the Board of Governors of Christ Church Church of England Primary School on: 30th June 2026

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The scheduled review date of this policy is: June 2027.

Signed:

(Chair of Governors)

Date:

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REVIEW

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	April 2020
2	Updated header and footer. Addition of information relating to school ethos and mission statement	May 2021
3	No changes	June 2022
4	No changes	June 2023
5	Full review following release of updated DfE Guidance	June 2024
6	Minor amendments to 'School Ethos, Vision and Aims' section	June 2025
7	Updated related documents	June 2026

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