



BOTLEY SCHOOL
(Including Botley Out of School Hours Care)

EXCLUSIONS POLICY

Reviewed March 2026

Policy determined 21st March 2023
Botley School governing board

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity

Teamwork

Kindness

Respect

Resilience

Creativity

Botley School (including Botley Out of School Hours Care) seeks to avoid exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time.

Our Exclusion Policy has been created to ensure clarity and fairness, and to allow sensible decisions to be made in response to circumstances and individuals.

Its main aim is to protect students and keep classroom disruption to a minimum.

We actively seek to provide an environment where all members of the community are safe from harm. The school takes a robust approach to any individual that violates our Positive Behaviour and Restorative Practice Policy, Anti-Bullying Policy or Equality and Inclusion Policy.

The responsibility to maintain appropriate behaviour lies with all members of the school community- adults and children. The school acknowledges its legal duties under the Equalities Act in relation to all protected groups including SEND and will always take their circumstances into account.

As an inclusive school, we seek to avoid excluding any student and especially students in receipt of the Pupil Premium Grant and members of other protected groups including SEND. This policy has been written with reference to the DfE guidance on Behaviour & Discipline in Schools and Statutory guidance for maintained schools, academies and student referral units on the exclusion of students.

Fixed Term Suspension– Fixed term exclusions can range from 1-5 days and from day 6 the school will provide alternative education.

Permanent Exclusion (PEX) – Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school’s Positive Behaviour and Restorative Practice Policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The behaviour of students outside school can be considered as grounds for suspension or exclusion. This will be a matter of judgement for the Headteacher in accordance with the school’s Positive Behaviour Policy. Examples of poor behaviour may be initially low level but move to a high level of disruption. Once at a high level, behaviours that may lead to a fixed-term or permanent exclusion include but are not limited to the following:

Procedures

The Headteacher normally makes the decision to apply a fixed term suspension. In the Headteacher’s absence, the Senior Teaching Staff are nominated to make such decisions. A suspension is a significant matter for students and for their parents and will only take place as a result of behaviour which represents a serious breach of our Positive Behaviour and Restorative Practice Policy, which can be found on the school website.

Only the Headteacher can make the decision to apply a permanent exclusion (PEX).

Behaviour	Sanctions
Low Level Disruption <ul style="list-style-type: none"> • Calling out • Making noises • Not listening to instructions • Distracting others 	1. Brief eye contact/frown 2. Verbal warning/phrase of disapproval, reminded of rules/expected behaviour 3. 2 nd warning as above 4. Loss of privileges, referral to duty teacher/AHT/HT
Level of Disruption	1. Verbal warning/phrase of disapproval, reminded of

<ul style="list-style-type: none"> • Disrespect to adult • Answering back • Name calling • Throwing things • Deliberately damaging someone's property 	<p>rules/expected behaviour.</p> <ol style="list-style-type: none"> 2. If repeated, loss of privileges, referral to duty teacher/AHT/HT. May involve separation from class if necessary. 3. Parents informed by telephone/in person or in writing if more serious. 4. Incident will be recorded in class behaviour log and may be recorded on CPOMS for monitoring purposes.
<p>Level of Disruption</p> <ul style="list-style-type: none"> • Behaviour stops others learning • Hurting others • Leaving classroom/school premises without permission 	<p>As above</p>
<p>High level Disruption Behaviours</p> <ul style="list-style-type: none"> • Extreme aggression • Swearing at an adult • Verbal bullying (including use of racist language) • Physical bullying • Fighting 	<ul style="list-style-type: none"> • Immediate referral to AHT/HT • Isolation from class (internal exclusion) • Parents informed immediately
<p>Fixed Term Suspension (usually for a short period 1-5 days) Fighting (severe or unprovoked) Persistent refusal to follow instructions Damage to property Larger impact vandalism Bullying, including cyber-bullying (repeated) Extreme and persistent disruption of learning (repeated) Verbal abuse towards another child or adult Physical assault towards another child or adult Theft</p>	<p>Suspension will always be a last resort and the school aims to keep pupils in school wherever possible. The Headteacher, or in their absence, a senior member of the Leadership Team may authorise a fixed term exclusion.</p>
<p>Permanent Exclusion (PEX) Carrying an offensive weapon Arson Repetition of such offences will result in longer fixed term exclusions and may lead to permanent exclusion. Serious incidents of misbehaviour may lead to immediate permanent exclusion. This could take the form of a one off serious incident or cumulative poor behaviour over time eg Arson, bringing an offence weapon/knife to school</p>	<p>Permanent Exclusion is a very serious matter</p> <p>Only the Headteacher can permanently exclude a pupil or a specifically named member of the Senior Leadership Team if the Headteacher is unavailable for work.</p> <p>The Headteacher may decide to permanently exclude a pupil only when they are sure that:</p> <ul style="list-style-type: none"> • The pupil has seriously breached the school's Positive Behaviour Policy. Eg Bringing in dangerous/offensive weapons, serious assault, arson • If the pupil remains in school it would seriously harm the education, welfare or safety the pupil or others in the school.

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Procedures

Incidents likely to lead to a suspension or exclusion are reported to the Headteacher.

- Written accounts giving details of the incident are required and must be recorded on CPOMS, including witness statements from all staff
- The Headteacher makes the decision whether or not to suspend/exclude and for how long.
- If a student is to be suspended/excluded, a letter is written to parents and the student is informed. The parent is contacted to inform them of the action taken. The letter includes the date and time of the readmission meeting, using model letters as provided by Oxfordshire County Council- depending on the timeframe of suspension/exclusion:
<http://schools.oxfordshire.gov.uk/cms/content/exclusion-documents>
- The class teacher will prepare a pack of work to be completed during a fixed term suspension.
- Reintegration meetings are led by the Headteacher and may be attended by the relevant Key Stage Leader and/or class teacher. The child and their parent must attend. A reintegration programme is discussed in order to support the student and recorded on CPOMS. This may include a daily report card, a gradual reintegration to lessons, the introduction of a peer mentor or a referral to external support agencies, a reduced timetable and restorative meetings between conflicting parties.

Students and their parents will be asked to sign a document outlining student and school commitment to this process (appendix 1). A copy will be given to parents.

Students are expected to participate fully in the reintegration process in order to show that they have taken responsibility for their actions and show a commitment to improve. Should a student be unwilling to do this, the student may face a further exclusion.

If a student is permanently excluded, a panel of the school's Governors will meet promptly to consider the decision to permanently exclude. This panel will examine the reasons for the decision and will look at appropriate evidence, such as the school's records, witness statement and the strategies used by the school to support the student prior to permanent exclusion, if applicable.

The student and their parents will be invited to the panel. If the panel does not decide to reinstate the permanently excluded student, the family have the right to appeal the decision, full details of which will be given to the student and their parents, and can also be found on the Oxfordshire County Council website pages <https://www.oxfordshire.gov.uk/cms/public-site/exclusions>.

As appropriate, the headteacher will contact the Oxfordshire County Council Exclusion and Reintegration Officers for advice and guidance, throughout the process of any exclusion, or considered exclusion.

Appendix 1

Readmission Meeting Following Exclusion Pupil: format can be used to guide meeting, but all records should be held on CPOMS

Child's name:

Class:

Year group:

Dates(s) of exclusion:	
Summary of incident resulting in exclusion	
Terms of readmission	
What the school expects of parents/pupil	
What the parents/pupil can expect of the school:	
Support and provision	
Pupil's comments	
Parents' comments	

Signed Headteacher

Date

Parent(s)

Date

Pupil

Date