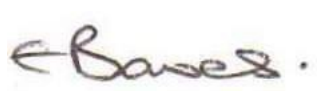




Exclusions Policy

Version:	V6
Effective from:	31 August 2024
Next review:	August 2026 or when there is a change in circumstances, in work practices or the introduction of new legislation.
Lead:	Jason Steele
Ratified:	

Ethos

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained and experienced emotionally available adults to provide a safe and nurturing environment for children, young people and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all child protection legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education' (Department for Education) 2024.

Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional and physical well-being of children, young people and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

1. Aims

Raise Education and Wellbeing school is a restorative and therapeutic school. We understand that students make mistakes and sometimes make poor, ill-informed decisions. Our School is built on the ethos of learning from mistakes, repairing harm, undertaking reflection to facilitate personal change and encouraging positive behaviours and choices.

We understand that it is both a legal and an ethical duty to promote students' social, emotional and moral development. Our students need to learn the rules of our School, the community and society, to help them develop as people and to support them in the complex transition through childhood, adolescence, then becoming adult British citizens.

As a special school, we fully understand that exclusions of any kind can have a negative impact on students in terms of their learning, behaviour, attitude and personal development. We will not fix term exclude students for behaviours that result from their Special Educational Needs (SEN) in adherence to the SEND Code of Practice (2015). Many of our students are also children in care (or care experienced) and have complex and challenging needs that require understanding, patience and a multi-disciplinary approach to meeting these. It is acknowledged that distinguishing SEND from choice behaviours is complex and requires detailed consideration and high levels of professional judgment. For this reason, exclusion decisions are made by a panel comprising of a minimum of 3 senior members of the school, including a Deputy Principal. No member of staff who may be a potential 'victim' of the incident under consideration of a fixed term exclusion will sit on the panel.

2. Fixed Term Exclusions:

The Deputy Principal is responsible for convening the meeting and chairing the exclusion panel. They will ensure that all relevant information, evidence and data is available to the panel, that discussions and decisions are fully minuted and that the Principal is fully briefed about the panel's recommended course of action, including where the student would miss a public examination.

This decision to exclude a student for a fixed term is made by the Principal but can be delegated to the Deputy Principal in the Principal's absence.

An indication of the type of behaviour that may lead to a fixed term exclusion include:

- Bullying, harassment or abuse (including on the grounds of protected characteristics);
- Persistent non-compliance with school safety rules,
- Bringing prohibited items into school,
- Deliberate disruption of teaching and learning,
- Acts of physical violence,
- Conduct likely to make others feel unsafe.

Through the robust panel process, our school aims to ensure that:

- the exclusions process is applied fairly and consistently through our inclusion panel process. Having due regard for all the relevant circumstances.
- all alternatives to fixed term exclusions are considered, such as restorative justice, targeted intervention sessions, discussions with parents/carers and/or additional PSHE advice and guidance;
- exclusions only occur when all other options have been exhausted.
- they address actions, incidents and attitudes by students that are against the law and/or are below the school's expectations of student behavior and attitude. The aim being to ensure the school is a safe and happy place for all students.
- exclusions are for the shortest time possible from, usually between ½ day-5 days. This can be extended where additional time is required to finalise an investigation.
- a restorative approach is used to reintegrate students, after a period of exclusion, with the aim of preventing a reoccurrence.
- the SLT can analyse the nature and frequency of fixed term exclusions, using this to identify any specific issues and potential approaches.

3. Informing the local authority

Information on fixed term exclusions will be provided to the local authority.

4. Informing parents

Parents will be notified of the fixed term exclusion by the end of the afternoon session, or as soon as reasonably practicable, of the day of the exclusion, by the Deputy Principal of the:

- reason(s) for the exclusion.
- length of a fixed-term exclusion.
- support that the school will provide during the fixed term exclusion, to reduce the impact on the student's learning and development.

Parents will be advised of their legal responsibility to ensure that their child is not present in a public place during school hours without a good reason, during the period of exclusion. Failure to comply with this may lead to a Local Authority issuing a fixed penalty notice or prosecution. Failure to do this. The Deputy Principal will immediately provide the following information, in writing, to the parents of an excluded student:

5. Returning from a fixed-term exclusion

Following a fixed-term exclusion, the Deputy Principal will ensure that a re-integration meeting is held involving the student, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a student returns from a fixed-term exclusion:

- agreeing a behaviour contract,
- restorative conversations,
- targeted interventions,
- temporary time-bound attendance in the school's REACH provision (outreach).

6. Permanent Exclusion- Notice to End a School Placement

In situations where there have been serious or persistent breaches of the school's behaviour policy, **and** if allowing the student to remain in school would seriously harm the education or welfare of others the Principal will consider issuing a Notice to End the School Placement.

An indication of the type of behaviour that may lead to a Notice to End the School Placement include:

- serious violence, or threats of violence, which creates fear and anxiety among staff, students or members of the public;
- serious, repeated verbal abuse, including those related to protected characteristics,
- persistent or extreme bullying, harassment or abuse to staff and/or students
- possession of an offensive weapon, illegal drugs or alcohol at the school sites;
- behaviour that unduly disrupts the learning or safety of self or others.

The Exclusion Panel will convene to consider:

- all the relevant facts and evidence, including whether the incident(s) leading to the possible ending of the school placement were provoked or triggered by any known factors;
- the student's version of events;
- statements of others, including staff and pupils
- if the student's SEND are of relevance to the incident/s;
- the severity or frequency of relevant incidents and the impact on the school community,
- the rule of law, protective characteristics, respect, safety and wellbeing of everyone in the school community;
- all other possible responses, including restorative justice, targeted sessions, discussions parents/carers or additional PSHE advice and guidance.

The Panel will make recommendations to the Principal, based on the evidence. The Principal, who has sole responsibility for ending a school placement, may ask for further information or consult more widely to gain the widest possible perspective.

In exceptional cases, where there has been a serious breakdown in the relationship between the school and parents/carers that is not reconcilable *and* prevents the students from

accessing and benefit from their education, the Principal will consider issuing a Notice to End the School Placement.

The Exclusion Panel will convene to consider:

- all the relevant facts and evidence, including events leading to the possible ending of the school placement
- alternatives to ending the school placement.

Where a decision to end the school placement is made, the Local Authority will be notified within two school days of the decision. A further 10 school days' notice will be given, to give the local Authority time to place the student elsewhere. During this time the school will supply work for the student, make daily welfare contact and fulfil all safeguarding responsibilities. For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, In Service Training (INSET) or staff training days do not count as a school day.

7. Informing parents/carers

Where the decision to issue a Notice to End a School Placement is made, the Principal will formally notify the Parents/Carers, with the reason(s), along with details of the Appeals process, without delay.

8. Informing Local Authorities

Where the decision to issue a Notice to End a School Placement is made, the Principal will formally notify the Local Authority (LA). If the student lives outside the LA in which the school is located, the Principal will inform the student's 'home authority' of the ending of the placement and the reason(s), along with details of the Appeals process, without delay.

9. Appealing a Notice to End a School Placement

The Principal will consider withdrawing or extending the Notice to End a School Placement, within the 10 school days' notice period if:

- representation is made by the parent/carer that provides additional information not available to the exclusion panel,
- representation is made by the parent/carer that provides additional information not available to the exclusion panel,
- ending the placement would result in a student missing a public examination.

In reaching a decision, the Principal will consider additional information provided and whether ending the placement was lawful and reasonable and procedurally fair. They will decide whether information is accurate 'on the balance of probabilities.'

A written record of the evidence considered, and decision made, will be shared with the parent/carer and/or the LA. The outcome will also be recorded on the student's educational record.

If parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

10. School registers

A student's name will be removed from the school admissions register if:

10 school days have passed since the parents/carers were notified of the Notice to end a School Placement.

Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

11. Monitoring arrangements

As the school's aim to keep fixed term exclusions to a minimum the Deputy Principal will provide the SLT and governing board with a termly report covering:

- data, information and analysis of the nature and number of fixed term exclusions during the term, identifying any patterns.
- information on alternative methods used to avoid exclusions and the impact of these,
- confirmation that suitable education has been provided and that welfare and safeguarding provisions have been in place during periods of fixed term,
- information of any student deemed 'at risk' of a school placement being ended
- school placements that were ended.

12. Links with other policies

This exclusions policy is linked to the

- Behaviour policy
- Restorative justice policy
- SEN policy and information report

