

MEADOWCROFT SCHOOL POLICY

Exclusions

MC06

Date Approved	June 2018
Next Review	June 2019
Owner Name	Lynette Edwards
Owner Job Title	Head Teacher

Exclusion Policy

Introduction

This policy supports Meadowcroft School's ethos to strive to provide a caring, structured learning environment in which all Young People can develop academically, socially and emotionally, to their full potential, and in which Children and/or Young People (CYP) and staff feel safe, secure and valued.

This policy recognises that it is the Head Teacher's responsibility to:

- Promote good behaviour and discipline on the part of the school's CYP
- Secure an orderly and safe environment for CYP and staff
- Provide a safe environment for CYP to learn

The School has policies, practices, procedures and Staff training in place that promotes good behaviour and prevent poor behaviour. The School's behaviour policies are shared and publicised with CYP, Parents/Carers, School/Home Staff, and LA's are aware of the standards of behaviour expected of CYP and the range of sanctions that can be imposed. The School applies its behaviour policies in a fair, consistent, rigorous and non-discriminatory way and all areas of their application are monitored routinely to satisfy legal requirements under race, disability and gender discrimination law.

This policy recognises that in order to meet these responsibilities the Head Teacher may have to exclude CYP, whether for a fixed term or on a permanent basis, and seeks to clarify the circumstances under which this might take place and the procedures to be followed.

Aim

This policy aims to ensure that the exclusion of CYPs operates in the best interest of the CYP and the other CYP in the School, taking into account the range of Learning Disabilities and Difficulties, and the vulnerability they display.

Objectives

The objectives of the policy are:

- To ensure a shared understanding of the exclusion of CYPs
- To identify the circumstances under which a CYP may be excluded
- To identify the circumstances under which a CYP will not be excluded
- To ensure a consistent approach to the exclusion of CYPs

Implementation

Only the Head Teacher or, in their absence, a designated senior member of staff acting with their authority, can exclude a CYP from school. A decision to exclude a CYP will only be taken:

- In response to a serious breach or breaches of the school's behaviour policy, and
- If allowing the CYP to remain in the school would seriously harm the education and/or welfare of the CYP or others in the school.

The School's preferred method of managing protracted difficulties, around meeting the needs of CYP, is to work with all Stakeholders/Parents/Carers, to identify the reasons why the placement is failing. This process enables all parties to prepare a suitable transition plan, for moving on.

The decision to exclude a CYP, whether for a fixed term or permanent, is a serious one. The decision to exclude on a permanent basis is extremely serious and should normally be the final step in the process when the use of a range of strategies has proved unsuccessful.

Permanent Exclusions :

In excluding a CYP permanently the school is acknowledging that it has exhausted all available strategies for dealing with that CYP. Hence it should normally be only used as a last resort.

There are, however, circumstances where a CYP may be permanently excluded for a first or one off offence. These include:

- Where there has committed actual or threatened violence against another CYP or member of staff
- Sexual misconduct
- Supplying an illegal drug. (*This should take account of how far the CYP might have been vulnerable to pressure and/or bullying from peers and/or others. However, where it is clear that drugs have been supplied for profit or repeated use has taken place on the premises then this constitutes both a serious breach of school rules and a danger to other CYPs and as such justifies a permanent exclusion*).
- Carrying an offensive weapon

The decision to exclude either permanently or for a fixed term should be based upon:

- Evaluating the YP's capacity to understand the consequences of their actions, based on our understanding of their Learning Disabilities, Difficulties, Mental or Physical Health
- A consideration of all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies.
- A review of the CYP's version of events
- Checking whether the incident may have been provoked, for example by racial or sexual harassment
- A consultation with any other relevant parties

A CYP should not be excluded for:

- Minor incidents
- Poor academic performance
- Lateness or truancy
- Pregnancy
- As a result of the behaviour of their parents, for example as a result of parental abuse or violence against members of the school community

A CYP may be excluded for behaviour outside school if there is a clear link between the misconduct in question and the promotion of good behaviour and discipline in the part of the schools' CYPs.

Once a decision has been made to exclude a CYP the Head Teacher is responsible for:

- Deciding the nature of the exclusion either fixed term or permanent
- The period of any fixed term exclusion
- Informing the parents/carers, in writing, of the period of the exclusion, reasons for exclusion, any arrangements to hold a meeting regarding the exclusion
- Informing the LA, in writing, of the exclusion, the period of the exclusion, reasons for exclusion, any arrangements to hold a meeting regarding the exclusion
- Informing in writing, the relevant Children's Services Department, where appropriate, of the exclusion, the period of the exclusion, reasons for exclusion, any arrangements to hold a meeting regarding the exclusion
- Making arrangements to ensure the CYP can continue their education at home including the setting and marking of work.

Note:

Where the break of school rules has led to the involvement of the police, the Head Teacher will need to consider the period of any exclusion in terms of:

1. How far a return to school whilst investigations are ongoing could affect the effectiveness and outcomes of the investigation
2. How far a return to school either during or after ongoing investigations could affect the education of other CYPs

Where it is believed that an early return could impact on either (1) or (2) above the CYP should remain at home with the school making arrangements for the CYP's education to continue.

Monitoring and evaluation

The success of the policy will be monitored and evaluated through an annual review of the number of exclusions, their nature and the reason for their imposition.

Appendices

The School adopts the guidance from DFE, Promoting Positive Behaviour and Early Intervention

We have taken advice from the Department of Education document:

**Exclusions from maintained schools, academies and CYP referral units in England
January 2015**