

GREAT OAKS SMALL SCHOOL

SAFEGUARDING COMMUNITIES EMBRACING DIFFERENCE UNLOCKING POTENTIAL

EXCLUSIONS POLICY

2018 - 2019

HEAD TEACHER: JULIE KELLY

CHAIR OF TRUSTEES: PENNY JACKSON

Date Agreed: January 2018
Date of Next Review: January 2019

We are a small independent school providing for students who have a diagnosis of ASD, Social Communication Disorder with or without high anxiety. We cannot compete with mainstream on any level. We are an atypical school, catering for the unorthodox student. It is the students that mainstream cannot fully engage that provide the niche we occupy. Thus, exclusion is recourse to be taken with the utmost reluctance and when all alternative strategies have been tried and failed.

The school accepts its responsibility to maintain discipline and good conduct to secure an orderly, learning environment in which effective teaching and learning can take place. It is appreciated that many students excluded from school never get back into education and risk exclusion from society later in life.

Exclusion can take the following forms:

Fixed Term External Exclusion

A student remains at home, for a specified number of days, before being allowed to return to school. During the exclusion period, parents/carers have a legal duty to ensure the student remains at home or at an appropriate venue. The exclusion is a sanction not a "day off." Work will be sent home for the student, as appropriate, to complete and it is expected that parents or carers will support the School in ensuring the work is completed as well as discussing with the student the consequences of their actions. On the day the student is expected to return to school, following the exclusion, the student must attend a 'return from exclusion' meeting with their parents/carers and a member of the school's Senior Leaders Team.

Fixed Term External Exclusions can be awarded for any of the following, (though this list is not exhaustive): persistent and deliberate breaking of school rules; repeatedly refusing to follow instructions and school procedures; deliberate bullying, verbal or physical abuse of another student or member of staff; deliberate damage to school property or equipment, deliberate disruption to the smooth running of the school and causing a negative impact on the learning of others.

Internal Exclusion

An Internal Exclusion is implemented for similar reasons as above but for a less intended misdemeanour and will be recorded in school but not placed permanently on a student's school record.

Time Out for Emotional Stress

Difficult circumstances, issues outside of school, problems settling in or periods of stress and anxiety can cause a student's behaviour to deteriorate significantly and rapidly. At times it is necessary to give a student a period of

time out to process antecedent of the behaviour exhibited, the physical and emotional feelings experienced and the consequences of choices.

Time out will occur when home/school believe that the work and strategies employed are not being as effective as they could be and a change of strategy/support plan is needed. Without taking time out for emotional stress can result in an on-going deterioration in emotional resilience and unacceptable behaviour and, in some cases, can not only be detrimental to the student but to the smooth running of the school and to the progress and well-being of other students.

At times, the behaviour of students may also put the safety of other students and or staff at risk which is not acceptable under any circumstances. A period of "time out" is to support a student in regaining their focus and to allow them to reflect and calm down away from the school environment. It is expected that parents and carers will work with the student to settle them down again before they return to school, with continued contact and support from the School. Time Out Periods are often useful in preventing a student's behaviour from deteriorating further or becoming more serious which could then result in an External Exclusion. They are recorded within our attendance system (SIMS). The student is expected to attend a 'return to school' meeting on the day specified, with their parent/carer. This will enable home/school to share and agree the most positive way forward for the student to be successful in their continuation of education at Great Oaks Small School and thus fulfil their academic, emotional and social potential.

Permanent Exclusion

A student is removed from the school on a permanent basis. When this occurs the student will not be permitted to return to the school under any circumstances. An annual review meeting will be organised within 10 days of the first day of exclusion and it is expected that parents or carers and social worker will attend as well as a representative of the student's Local Authority. If the necessary representatives are unable to attend within this timescale, the school will go ahead with the meeting and report back to the Local Authority so that they can take steps to find alternative provision for the student. The student will remain on role at Great Oaks Small School and work will be sent home for them until such time as alternative provision is found. A permanent exclusion is recorded on a student's school record. Permanent Exclusion will be awarded for repeatedly attacking staff or other students; serious drugs or alcohol or drugs related incidents; any serious incident of a sexual nature; persistent bullying; incidents of arson. This list is not exhaustive.

Managed Move

This is where the school believe they are unable to meet the objectives, outcomes and needs of the student's Statement of Special Educational Needs or Education and Health Care Plan due to the deterioration of a student's behaviour which repeatedly results in fixed term exclusions or "Time Out" and recommends that an alternative provision be found. In such cases

an annual review or professionals meeting will be scheduled to be attended by parents or carers and social worker, as appropriate, and a representative from the student's Local Authority. If the student is externally excluded at the time of the meeting, it is likely that they will remain out of school until alternative provision is found if it is deemed that readmitting them could be detrimental to the smooth running of the school, other students and could potentially result in the student being permanently excluded. The school will set work for the student for as long as they remain on role. Their absence will not be recorded as an exclusion once a decision has been made for a student's managed move, to alternative provision. If professionals agree it is in the student's best interest that they continue to attend Great Oaks Small School, providing this is not detrimental to any other member of the school community a request for alternative provision to be found before the end of the school term will be made.

The occurrence of a variety of situations can lead to a student being excluded from school.

Before reaching such a decision, the Head Teacher will:

- Consider all the relevant facts and firm evidence to support the allegations made.
- If there is any doubt that the student actually did what is alleged, the student will not be excluded.
- Allow the student to give their version of the events.
- Check whether an incident appeared to be provoked by racial or sexual harassment.
- Consult others, being careful not to involve anyone who may later take part in a statutory review of the decision.

We understand that parents/carers do have work or other commitments throughout the course of the day however, if a situation becomes untenable and "time out" is needed, we expect support from home to be offered both to the student and to the school. Very rarely do we ask parents or carers to collect a student from school throughout the course of the day. However, an incident may occur when collection is required and we ask for support with this where possible as it is in the best interest of the student, safety of others and or the learning and emotional well-being of other students. If it is not possible for the student to be collected by a trusted adult, the School will contact social services or the police to ensure the safety of the student, staff and other students.

All decisions on the temporary exclusions of a student will be made in consultation with parent/carers and social worker, where relevant. All decisions regarding the permanent exclusion of a student will be made in consultation with the above plus the placing authority and Board of Trustees. In the case of a permanent exclusion appeal against the decision may be made, in the first instance, to the Board of Trustees without prejudice to one's

statutory rights. It is the duty of the student's local authority to make arrangements for educational provision from the sixth day of a permanent exclusion.

We will never exclude a student without careful consideration and we will always make every effort to support and work with all of our students when they are experiencing difficulty. However, whilst we are fully trained and experienced in working with students' with social/emotional difficulties resulting in unacceptable behaviour that is detrimental to the welfare of community members and learning of other students, we are not a secure unit therefore, from a staff/student safety and legal standpoint there is a threshold with regard to how much aggressive or threatening behaviour we are prepared or able to accept. We will not tolerate extreme verbal or physical aggression that puts our staff and other students at risk. We have many vulnerable students at Great Oaks Small School and we are totally committed to the welfare, health and safety of all of our students. If a student's behaviour escalates to a level which cannot be managed by our staff and the Police have to be called to the school site, permanent exclusion may be enforced immediately.

Version Number	Purpose/Change	Author	Date Changed	Review Date
1.0	Final version – approved by SLT	Julie Kelly	31.01.2019	31.01.2019