

# EXCLUSION POLICY

## POLICY

My Choice School works with students who have disengaged from learning and have been unable to learn in other schools including mainstream schools, specialist and / or therapeutic SEMH schools or Alternative Provision Centres. Our students have complex SEMH needs which challenge services and provisions and their SEMH needs impact on their social interaction and communication, their ability to establish work routines and to respond to authority, their ability to concentrate and retain information. Many of our students have experienced trauma and are still processing trauma, they are at risk of, or have been victims of, CSE or CCE or have gang affiliation or identify with gang culture. This impacts on their ability to assimilate school and learning into their present and their futures.

My Choice students will have experienced numerous changes of placement and have well established avoidance or compensatory behaviours.

My Choice School endeavours to support all students to participate in the classroom and in their school community; we seek to avoid Suspensions and Permanent Exclusion and My Choice School will only use suspensions or exclusions when all other opportunities have been explored. We will endeavour to change behaviour and support our young people by offering:

- Review of strategies and support
- Reparation and mediation
- Variation to Curriculum or Timetable including use of Blended Learning and Remote Learning
- Suspension
- Permanent exclusion
- Agreed End of Placement

### **The suspension or exclusion process will be initiated when students:**

- Continually disrupt the learning of themselves and others
- Continually fail to follow instructions from staff
- Continually display inappropriate behaviours towards others
- Present with unsafe behaviours including assaults and serious damage to the school environment

My Choice School uses the DfE Suspension and Permanent Exclusion Guidance May 2023<sup>4</sup> as a guide in producing this policy.

### **Review of strategies and support**

All students have an IEP which details specific academic and behaviour targets and supports. The IEP is reviewed mid term as standard however it may be necessary to review behaviour targets and supports in response to students who are escalating in their behaviours or in crisis. This may be carried out in consultation with their support teams, be they therapeutic workers, social workers, YOS, parents / carers. Incentives may be agreed and used. Professionals meetings will be used, as will EHCP ARs.

### **Reparation and mediation**

This is the preferred process at My Choice School; we support our students to understand their actions and their behaviour, to help us to understand them and to repair any damage or fracture to relationships, property or routine of the school.

Reparation can involve the student helping to clear up damage (if safe to do so) or by helping to rebuild relationships through apology and acceptance. We encourage all students to support, tolerate and accept each other in order to move forward in their relationships and engagement.

### **Variation to Curriculum or Timetable**

This may include all, or some of the actions below:

- Reduce timetable in school to part time, either morning or afternoon sessions using Blended Learning (including Remote Learning)
- Use of community based opportunities and learning including educational visits or alternative provision
- Use of practical learning activities or play activities
- Use of specific projects off curriculum in order to re engage the student with relationship building and repair.

### **Suspensions**

The Headteacher will ensure that a proper and fair investigation takes place, before considering a suspension. The Headteacher and Head of Education make the final decision on suspensions. The School will provide Remote Learning for any suspended student, this will be devised dependent on the length of suspension.

### **Examples of reasons for suspension:**

- Persistent and unsafe disruptive behaviour.
- Behaviour that seriously compromises health and safety.
- Behaviour that seriously compromises good order and discipline.
- Behaviour that seriously compromises the authority of staff.
- Behaviour that seriously compromises other students learning.
- Serious or repeated bullying of students.
- Repeated abuse of mobile phones or other devices.
- Supplying or bringing onto school property an illegal or prohibited substance or alcohol.

- Actual or threatened assaults on students.
- Actual or threatened assaults on school staff.

This is not an exhaustive list.

A suspension is where a student is temporarily removed from school. They can only be removed for up to 45 school days in a school year.

Suspensions commence with 1 session (half day) and can be longer.

If a student has been suspended for a fixed term, the school will set and mark work for the first 5 full school days, including half days.

If the suspension is longer than 5 school days, the school must arrange full-time education from the sixth school day.

The school will inform parents on the same day that the decision to suspend is made. A formal letter will follow. The letter will also be sent to social workers and professionals as necessary, including the Virtual School and to organisations authorised by local authorities to collect attendance data eg Welfare Call.

Students and parents / carers are required to attend a Return to School meeting to identify a way forward and be able to return to school in the best way. Return to School meetings can be held remotely via Teams.

### **Permanent Exclusion**

The school recognises the DfE's guidance and fully accepts that permanent exclusion is both a serious decision and, on occasions, a necessary decision. We accept that not all students can be, or will be, successful at the school. Professionals working with the student (social workers, SEND teams, Virtual Schools, parent / carers and therapeutic workers) will be consulted if student behaviour indicates crisis. This will be actioned through CLA reviews, PEPs, EHCP reviews and Strategy Meetings.

The Headteacher, Head of Education and Directors may decide to permanently exclude a student in response to a serious breach, or persistent breaches, of the school's Behaviour Policy, and where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

### **Examples of this include:**

- Carrying an offensive weapon
- Supplying or bringing onto school property an illegal or prohibited substance or alcohol

- Persistent actual or serious threatened assaults on students
- Persistent actual or serious threatened assaults on school staff
- Actual or threatened sexual abuse or sexual assault on a member of the school community.
- Persistent serious bullying and racism
- Arson
- Persistent theft

This is not an exhaustive list.

The school will ensure that the student has an opportunity to present his/her case before a final decision is taken. This might not always be practicable as identified in DfE guidance. The Headteacher, Head of Education and Directors will also take account of any mitigating factors.

The underlying principles behind any permanent exclusion include:

- The school is unsuitable to the child's age, aptitude or special educational needs.
- The Placement would be incompatible with the efficient education of other children with whom the child would be educated, or the efficient use of resources. (Education Act 1996) The following are subsets of the above:
  - Welfare and safety of the student.
  - Welfare and safety of all members of the school community.

**Policy Link:**

My Choice School Behaviour policy

**Reviewed May 2021**

**Reviewed May 2022**

**Reviewed November 2022**

**Reviewed May 2023**

**Review due June 2024**



My Choice School  
2 Sefton Lane  
Warningcamp  
Arundel  
West Sussex  
BN18 9QY

*[Date]*

Dear \_\_\_\_\_,

I am writing to inform you of my decision to suspend *[name]* for a **fixed period** of \_\_\_\_\_. This means that s/he will not be allowed in school for this period.

The suspension begins on *[date]* at *[time]* and ends on *[date]* at *[time]*.

*[name]* has been suspended for this fixed period because of the following behaviours

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

You have the right to make representations about this decision to the Head of Education.

If you wish to make representations, please contact Head of Education, Annie Murphy on 01444 446920. The Head of Education must consider any representations you make and may place a copy of their findings on *[name]* school file.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal and / or make a claim to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

You and *[name]* are requested to attend a Return to School reintegration meeting with me at the school on *[date]* at *[time]*. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the Return to School reintegration meeting is to discuss how best your child's return to school can be managed.

You will be provided with a copy of the related incident form for this suspension.

Yours sincerely

Clare Wye  
Headteacher

