

## Long-term and Permanent Exclusion Policy

<b>This policy has been written for...</b>	All staff at West Heath School who have contact with students, their parents and carers and for those who sponsor student's places. All staff should have a detailed knowledge of this policy. Whilst students will not be familiar with the details of this written policy document they will be made aware of its contents through their day to day interactions with staff.
<b>Copies of this policy may be obtained from...</b>	<ul style="list-style-type: none"> <li>The School <b>web site</b> - <a href="http://www.westheathschool.com">http://www.westheathschool.com</a></li> <li>It is available as a hard copy on request from the <b>school office</b></li> <li>Hard copies for reference are filed in the <b>staff room</b> and <b>staff library</b></li> </ul>
<b>This policy links with the following policies and documents...</b>	Positive Handling Race Equality Health & Safety Rights and Responsibilities, Code of Conduct (both student documents)
<b>Participants and consultees in the formulation of this policy were...</b>	The Principal, senior leadership team, student services committee and the trustees of the School. A representative group of parents were invited to make comments and suggestions.
<b>Edition, Review frequency and dates</b>	This is edition 5 released Sept 2016 This policy will be reviewed every 2 years It is due for review in Sept 2018
<b>Relevant statutory guidance, circulars, legislation &amp; other sources of information are...</b>	<ul style="list-style-type: none"> <li>Exclusion from maintained schools, academies and pupil referral units in England</li> <li>Department for Education 2012</li> <li><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion from maintained schools academies and pupil referral units.pdf</a> accessed on 23rd June 2016</li> </ul>
<b>The Lead Member of staff is</b>	Deputy Principal
<b>Definitions and key terms used in this policy...</b>	LA – Local Authority
<b>The Rationale and Purpose of this policy</b>	The life and work of West Heath School is founded upon good order and mutual respect. Students can expect to have their individual rights respected by others and in return, accept that they have corresponding responsibilities. These are described in more detail in our prospectus and student handbook. They form the basis of a care and support ethos that permeates our school. However, from time to time individual students may be unwilling to discharge their responsibilities properly and sensibly. In these circumstances, staff should refer to our Behaviour Management policy to resolve a particular problem. In certain cases, it may be necessary to consider excluding a student from our school for a specific period of time.
<b>Appendices</b>	This policy has two appendices

## Introduction

Exclusions will only be considered in the following circumstances:

- After instances of physical aggression such as bullying (including cyber-bullying) or fighting, physical menace and severe intimidation.
- In circumstances where a student is unwilling to accept reasonable direction and the result of which is that their own or other people's safety cannot be guaranteed.
- Possession of illegal substances.
- A gross act of defiance or misconduct which seriously undermines the work of the school or its good name.
- Acts of expensive criminal damage.

Exclusion is always a matter of last resort.

## The Aims and Objectives of this policy are

The aim of this policy is to ensure that the school is a safe environment for all staff and pupils, enabling them to participate fully in teaching and learning.

- To ensure that if a student has to be excluded this will be a fair and measured procedure with opportunity for enquiry, explanation and appropriate consultation.
- To ensure that any appeals against a decision to exclude will be fairly heard.

## Procedures and Practices relating to the implementation of this policy

### Fixed term exclusions

A decision to impose fixed-term exclusion will always be taken by one or more members of our Senior Management Team. The Principal, the Deputy or a Vice-principal, will always be consulted when fixed-term exclusion is being considered. Additionally, the parent or carer of the student involved, and their sponsoring

Local Authority (if applicable) will be notified of the action as soon as reasonably practicable after the event. Good practice would dictate that the students' parents or carers are actively consulted throughout the process, i.e. in the build up of events leading to the exclusion, the decision taken to exclude and the planning for re-integrating the student within our school, following the period of exclusion.

Depending upon the severity of the circumstances a formal meeting will be held between the Principal and/or Deputy Principal and the Learning Director and/or a Vice-Principal, the student concerned and their parent or carer before the student in question rejoins our school. The purpose of the meeting will be to review the circumstances which led to the student being excluded, agree any recompense or restitution that is appropriate and identify what needs to change (on the part of the three parties) to prevent the need for any further periods of exclusion. A record will be kept of this meeting which will be used to inform the student's Individual Education Plan and a copy will be provided for all parties and the Local Authority (if applicable).

Work will be provided for the student throughout the period of the fixed term exclusion. In exceptional circumstances, the Principal may wish to exclude a student indefinitely, the intention being to withdraw their place in our school permanently.

In exceptional circumstances, the Principal may wish to exclude a student for a significant period of time particularly when the placement is at risk of complete breakdown.

Where possible and appropriate, alternative study environments will be established. A review of offsite provision will take place at least every 6 weeks. This provision will include the Educated Off Site (EOS) team

**Permanent Exclusions:** The Principal has the authority to permanently exclude a student from our school. Parents and carers of a student permanently excluded from our school have the right to appeal to the trustees against this decision. Such an appeal should be in writing to the Chair of Trustees c/o the school and must be lodged within 15 working days of the decision.

The excluded student will be supplied with appropriate work to be done at home. This will be marked and appropriate feedback given until the appeal has been heard.

*The exclusions hearing will be held within 30 school days of the appeal by a panel comprising at least one trustee with co-opted members of the student services committee to consider all the facts of the case and decide whether to ratify the recommendation made by the Principal or to reinstate the student. The panel will comprise a minimum of three persons and will have the right to adjourn a hearing for the purposes of gathering more information or consulting more widely, should the need arise.*

The parent(s) or carer(s) and Local Authority of the student concerned will also be invited to attend the meeting and may offer mitigating circumstances should they object to the proposed course of action. They may also be accompanied by a friend or relative to attend the meeting. There will be no legal representatives at the hearing.

The panel will endeavour to ensure that their decision is reached and communicated within 10 school working days following the day of the hearing. In the event that they cannot reach a decision within this timescale because they require additional time, this will be communicated to the appellant by the chair of trustees. There is no appeal against any decision made by the panel.

A record will be kept of the meeting and the decision made by the panel. This will be on the respective student's file.

### Persons with particular responsibilities

Learning Directors  
SLT

### Other Participants & Stakeholders

Sponsoring Local Authorities

### Monitoring & Evaluation

SLT  
Student Services Committee  
Trustees

## Appendix 1

### Time Out

All of our students have a range of exceptional social, emotional and behavioural needs. Many of our students believe themselves to be bad people and often reinforce that feeling through their behaviour. There are occasions when some students become very distressed. On such occasions it is highly likely that their decision making will be adversely affected. They will be likely to make choices that are harmful to themselves and or others. The skill of our staff team in predicting such things is one of the reasons why students feel safe in school. There are therefore occasions when students are asked to spend a short period of time at home to ensure that they do not experience the negativity associated with wrong doing. Through such a course of action the negative reinforcement of poor self image is avoided and the student is able to rejoin school in a positive manner. Absences from school generated by extreme emotional need should be seen as part of a constructive plan to help the student manage their emotions and not as a sanction in the form of an exclusion.

There are also occasions when some students will refuse to take their medication. In such circumstances the school's policy states quite clearly that the student will need to return home until such time as they are safely returned to their existing medication regime or that a proper medical review has ascertained that a change to the regime is safe. Whilst this response precipitates time out of school it should not be seen as an exclusion.

Some students have a history of self harm i when they enter school. Their treatment plans can and do require that school becomes a safe place for them and as such any self injury caused in school will lead to an automatic day at home the following day. This is seen as part of the treatment for the student and not as an exclusion.

In all of the exceptions detailed above the parent/carer will be made aware of the reason for the timeout being required. The reasons for the time out and the duration will be communicated to the placing authority. The students return to school will be carefully managed by one of the Vice Principals to ensure that the student and all interested parties are aware of the reasons for the time out and what plans exist to minimise such a requirement in the future.