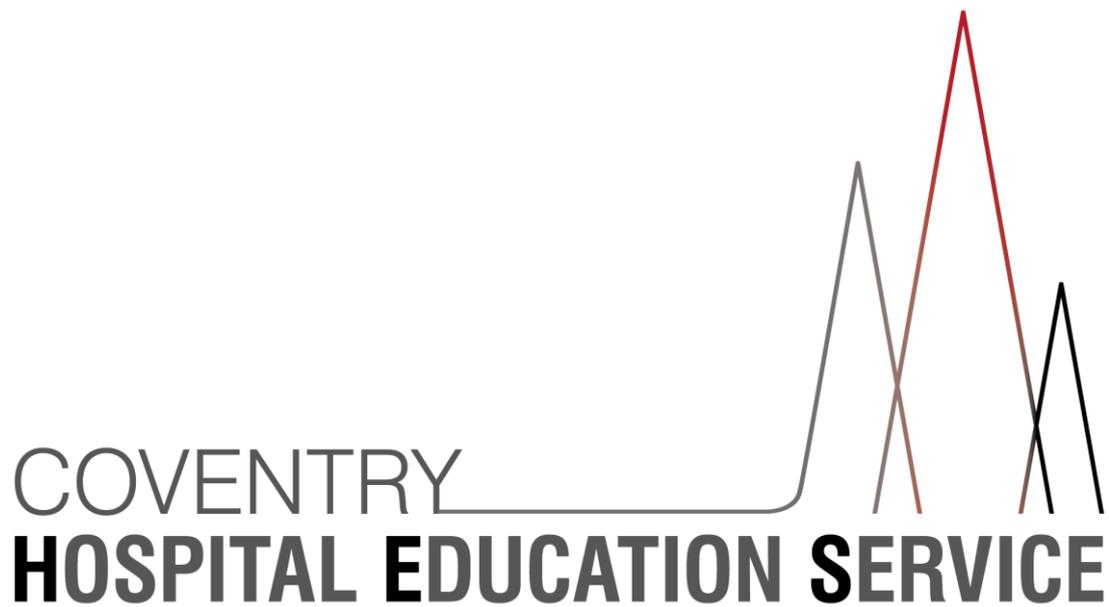


# Exclusion Policy

Hospital Education Service



'BUILDING BRIDGES TO BRIGHTER FUTURES'

|                            |                                 |                              |
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| <b>Date:</b>               | 4 <sup>th</sup> September 2023  | <b>Author:</b> Sharon Cutler |
| <b>Last reviewed on:</b>   | 18 <sup>th</sup> September 2023 |                              |
| <b>Next review due by:</b> | September 2024                  |                              |

## **Rationale**

This policy deals with the procedure and practice, which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the School community to achieve two important aims:

1. To ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed;
2. To realise the aim of reducing the need to use exclusion as a sanction.

## **Introduction**

It is recognised that good discipline at the HES is vital. The decision to exclude a pupil is a very serious matter which only the Head Teacher, or delegated authority, can undertake.

If a pupil is excluded from the HES it is usually because:

- they've broken the school's rules for behaviour (school behaviour policy)
- allowing them to stay in school would harm the education or wellbeing of other students.

## **Types of Exclusion**

There are two main types of exclusion – fixed term and permanent. Fixed term exclusion means that a pupil is excluded from school for a fixed number of days and a date is set for a return to school. Whilst a pupil has a fixed term exclusion they should not return to the school premises. The HES does not permanently exclude students, but alternative arrangements for a pupil's education may be arranged if they continually refuse to follow school rules over a period of time, despite strategies and interventions being implemented and exhausted by staff. A pupil may also have their education rearranged if their presence at school would seriously harm the education or welfare of the pupil or others in the school, including the occurrence of a one-off serious major incident.

Fixed Term exclusions are of short duration of between one and five days. The DfE regulations allow the Head Teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

## **Procedure**

The decision to exclude a pupil must be lawful, reasonable and fair. Schools and Head Teachers have a statutory duty not to discriminate against pupils on the basis of characteristics such as age, disability or race.

Only the Head Teacher, or person acting on their behalf, can exclude a pupil from school.

Following exclusion, parents/carers are contacted immediately where possible. A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve either a member of the Senior Leadership Team or the pupil's key worker/mentor. Other staff may be present, where appropriate.

A fixed term exclusion will usually take the form of the student being required to remain at home. During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers.

### **Alternatives to Exclusion**

Our ethos is to accept and value all our pupils for their good points and to work in negotiation with them according to their individual needs. We do not reject the pupil, though it is sometimes important to clarify that particular behaviours are inappropriate. Coherent with our policies on behaviour management and follow-up work, poor behaviour that might in another place lead towards exclusion needs to be dealt with in a different way. In cases where consultation is needed with the parents/carers this should be sought if necessary as a matter of urgency. If it is clear that the pupil's groups/timetable/ teaching arrangements needs adaptation for him/her to meet with success, that should be a matter of urgency for discussion with SLT members and an emergency review involving the pupil and his/her parents/carers may need to be called possibly before the new arrangements are actioned.