



## **1. INTRODUCTION**

This policy sets out Eagle House School's procedures for the exclusion of a student.

In determining this Exclusion policy, the safety of students and staff is our primary concern and of paramount importance. The decision to exclude is only made if allowing the child or young person to remain in school would seriously harm the education or welfare of another student or students in the school.

Exclusion is seen as a very last resort and will only be used as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for a student's own behaviour. This policy should also be read in conjunction with the Behaviour Policy.

## **2. ALTERNATIVES TO EXCLUSION**

Children and young people with Autistic Spectrum Disorders, because of the nature of their disability, may exhibit behaviour that can be seen as unacceptable and challenging to others. They equally may not have sufficient understanding or awareness of the effects their behaviour can have on the people around them, particularly towards other students and staff alike.

Eagle House School, as part of our Behaviour Policy, seeks to manage challenging behaviour by:

- Establishing the underlying reasons behind the child's behaviour; and
- Developing appropriate strategies that will support the child in managing their own behaviour

Exclusion will only be considered for severe cases of aggressive or persistently disruptive behaviour or an accumulation of such behaviour and only when all school support strategies have been followed, exploited and monitored or the level and severity of the behaviour suggests a more specialist provision such as residential might be more appropriate.

These steps will be detailed in the child's individual behavioural support plan which could include a full range of behavioural interventions and may also include alternative consequences; 'internal exclusion' in school; direct therapy and pastoral support. Wherever possible the school will work with the parents/carers and the child's local authority creatively to seek to resolve issues, often seeking the advice of other external professionals and support agencies.

## **3. REMOVAL OF A STUDENT ON HEALTH AND SAFETY GROUNDS**

The Executive Principal may send a student home, after consultation with the Head of Education, parents/carers, the Local Authority and health professional as appropriate, where he or she poses an immediate and serious risk to the health or safety of other students and staff because of a diagnosed illness (e.g. a notifiable disease) or due to extremely disruptive behaviour that impacts the health and safety of both the child and those around them. This should be for the shortest possible time. If difficulties persist, the Executive Principal should seek advice from relevant professionals and where necessary call an interim review to ensure a full discussion is had with all professionals and to determine if the child's needs continue to be met within their statement or Education Health and Care Plan.

#### **4. FIXED TERM EXCLUSIONS**

Exclusion is defined by the Education Act 2002, as amended by the Education Act 2011 and must be either a fixed term or permanent exclusion. In exceptional circumstances the Executive Principal, may decide to exclude a child for a fixed term. A decision to exclude a student should be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

In any one academic year the Executive Principal has the authority to exclude a child for one or more fixed term periods but not exceeding 45 school days. During any period of fixed exclusion, the school will continue to provide education for the child and work with the family/carers, other professionals and any outside agencies to ensure that the child's education is fully reinstated after the exclusion has ended.

A reintegration discussion with parents/carers following the expiry of a fixed period exclusion provides an opportunity to discuss how best the child can return to school and can be a useful forum to consider with parents/carers the possibility of suitable interventions. However, a fixed period exclusion should not be extended if such a discussion cannot be arranged in time or the parents/carers do not attend, as such a discussion is not a statutory requirement.

A fixed period exclusion should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the child to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with significant challenging behaviour following the implementation of a wide range of other strategies, which have been tried without success.

Permanent exclusion is not a practice used at Eagle House School and instead a planned move would be considered. If it is felt that the school can no longer safely meet the needs of a student, an urgent interim review will be called and parents/carers and professionals will be fully consulted and all alternatives exhausted. This may include looking for an alternative school provision and support will be fully given to ensure that any transition is planned and responsive to the students' needs.

#### **5. CHILDREN WHO ARE LOOKED AFTER**

Children in public care are especially at risk of low attainment in school. The school will be especially sensitive to exclusion issues where children in public care are concerned. The school will try every practicable means to maintain the child in school and will seek LA and other professional advice as appropriate. Social Services in all cases will be involved at the earliest opportunity in working with the school to avoid the need to exclude the student.

## 6. PROCEDURE FOR EXCLUDING A STUDENT

If the Executive Principal excludes a student, they will in the first instance seek the agreement from the Chief Executive Officer.

The parent/carer should be notified immediately:

- by letter within one school day; and
- by telephone where possible.

Letters of notification of exclusion must state:

- for a fixed period exclusion, the precise period of the exclusion;
- for a permanent exclusion, the fact that it is a permanent exclusion the reasons for the exclusion;
- the parent/carer's right to make representations about the exclusion to the Chief Executive;
- the date and time when the student should return to school;
- the arrangements made for enabling the student to continue his or her education, including the setting of work and/or guidance with regard to activities and occupation of time during the period of exclusion. It is the parent/carers responsibility to ensure that work sent home is completed and returned to school
- a date for a reintroduction meeting so that the parents/carer can attend school to ensure that all is in place for the child's return to school

## 7. DISABILITY DISCRIMINATION

All schools have a legal duty under the Equality Act (2010) not to discriminate against disabled students by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period exclusions. The definition of disability under the Act covers students with physical, sensory, intellectual or mental impairments. Discrimination means treating disabled students less favourably than other students without justification. It also means failing to take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage compared to their non-disabled peers. What constitutes a reasonable step will depend on the circumstances of each case. However, if a student is admitted to a specialist provision on the basis of an assessment and the head of an independent or non maintained school has indicated that the statement or Education Health and Care Plan needs cannot be met or if the placement breaks down, it would be necessary to evidence the pattern of placement, the strategies and interventions employed or the change in the students behaviour beyond part 2 of the statement or as detailed in the student's Education Health and Care Plan which evidences the need for interim review.

## 8. POLICY REVIEW

It is the responsibility of the Executive Principal supported by the other members of the school's Senior Leadership Team to monitor this policy. It should be reviewed annually or when new legislation is published. The Executive Principal reports on Eagle House School (Sutton) matters to the CEO/Directors.

## 9. RELATED POLICIES AND DOCUMENTATION

- ❖ Behaviour Policy
- ❖ Equality Policy
- ❖ Admissions Policy and Procedure

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