

Exclusion Policy

Note: This Exclusion Policy should be read in context with the school's Behaviour Policy and Curriculum Policy

Introduction

The Write Time (TWT) is an independent school for young persons with special educational needs and at times our young people display challenging behaviour. We believe that behaviour should be addressed proactively not reactively and that children should be treated as individuals with respect and dignity - behaviour will be much improved when they have a high self-esteem. It is important that children are respected for who they are as well as what they can do, that they are listened to and taken seriously, praised when appropriate and shown by verbal and appropriate physical contact that they are held in regard and valued.

At The Write Time we understand that our young people bring a wide variety of behaviour patterns based on previous experiences and on differences in values, attitudes, parenting skills and peer modelling. For young persons with ASC this will also include behaviours associated with difficulties in developing social understanding, social communication and flexible thinking skills. We also understand that all behaviour displayed by young persons is a form of communication and poor behaviour is often a display of anxiety, confusion, anger or upset.

Values

The Write Time believes that schools should be inclusive places for every young person and not exclusive places for some. We believe that exclusion for young persons with special educational needs and disabilities, whether this be for a fixed term period or a permanent exclusion, should be an action of the very last resort. Our children and young people have often been marginalised and excluded by society and will also often have experienced multiple placements, exclusions and/or 'managed moves' - the role of The Write Time to help break this cycle of exclusion and potential discrimination of young people and cannot see the benefit of excluding young persons who have already spent significant time out of education.

Principles

In order to ensure the students and staff are in a safe learning environment at The Write Time students are given five 'non-negotiables' :

- *No Violence*
- *No Theft*
- *No Bullying*
- *No Drugs and Alcohol*
- *No exclusive internal or external relationships*

Young persons who are not able to follow the school expectations at any given time are subject to a wide range of clear learning consequences. This is congruent with The Write Time Schools status as the first Glasser Quality School in the United Kingdom. These learning consequences include refocus sessions, reflection work, and the work involved in repairing and rebuilding relationships through a restorative justice approach. We believe that our young persons can develop key personal skills much faster through this approach. These approaches are detailed in

Exclusion Policy

The Write Time's Behaviour Policy.

As outlined in that policy we believe that the school provides opportunities for individual young people through:

- *'Appropriate assessment and effective support*
- *Individualised packages of education, support and inclusion*
- *Flexible approaches to educating and supporting young people*
- *Aiming to enable each young person to achieve their full potential*
- *The development of appropriately trained staff*
- *Involvement and discussion with young people and their families or carers*
- *The development and delivery of a unique ethos laid out in The Write Time's Curriculum Policy'*

The school will use all the above tools to avoid the exclusion of any young person and promote their well-being. As an inclusive organisation we will seek to learn, adapt and develop our response to the young person to promote their retention in education.

Where the school believes that this requires the development of a more individualised and/or flexible full-time package of educational support then there will be clear consultation with all involved parties – parents/carers, commissioners, and the young person themselves. Individualised/flexible packages will always have the aim of ensuring continued and high-quality education for the young person which supports future social and educational exclusion.

We consider that our partnership with parents/carers to be central to our success as a school. Within the initial contracting with the parent there will be a copy of this policy, the school Behaviour Policy, and an agreement with regard to everyone's responsibilities around challenging behaviour signed by the parent/carer and a representative of the school.

Exclusion criteria

Exceptionally a young person's behaviour could lead to a period of exclusion from school. This option would only be instigated when:

- The school felt that it could not guarantee the safety of the young person involved and the safety of other young persons and staff.
- The young person has refused to undertake a learning consequence following a serious incident or series of incidents.

In those circumstances where the placement at The Write Time school is at risk of permanently breaking down as the young person's needs cannot be met then the school will work with the parents/carers and the commissioners to actively identify and secure an alternative placement.

Exclusion Policy

Appendix A: Arrangements around Exclusion

Exclusion is a disciplinary sanction and means that a young person is not allowed on the school premises for the duration of the Exclusion. A young person may be excluded for one or more fixed events or permanently.

Fixed-Term Exclusion

- A set number of days, after which the young person returns to school. This should be no more than 15 days in any one term.
- The school must inform the parents/carers explaining the reasons for the exclusion and how long it is to last.
- The school will provide resources / activities for the young person.
- On returning to school there will be a re-integration meeting, in which all those concerned can discuss the best way forward for the young person.
- Parents can challenge a fixed term exclusion through written representation to the Proprietor.

Permanent Exclusion

- For the first five days, the parents are responsible for the young person's whereabouts and he/she must not be in a public place during school hours.
- For the first five days the school will provide activities and provide resources for the young person.
- An assessment of the young person's circumstance should be undertaken by the Local Authority EHCP co-ordinator, so that a long-term re-integration plan and plans for a new placement can be devised.
- The Local Authority commissioner must arrange suitable full-time education for the young person to begin no later than the sixth day of the exclusion.
- Where a young person has a statement of SEN, the Local Authority must ensure that an appropriate full-time placement is identified in consultation with the parents, who retain their rights to express a preference for a school that they wish their child to attend or make representations for a placement in any other school.
- Parents can challenge a permanent exclusion through written representation to the Proprietor

What happens following an exclusion?

- The Headteacher must, without delay, notify parents of the period of the exclusion and the reasons for it.
- The Headteacher must, without delay, notify the Proprietor of the school and the commissioner of the placement the period of the exclusion and the reasons for it.
- The Headteacher must clearly set the date and time of the young person's reintegration to school
- The Headteacher must send a letter that clearly sets out the date and time of the young person's reintegration to school

Exclusion Policy

- Meaningful mentoring will take place throughout any exclusion to encourage the young person to reflect on why they were excluded and to set goals to help them adopt positive behaviour and create positive change for themselves.