GLADE School

Exclusion Policy

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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will. · We approach challenges with optimism and enthusiasm. · We don't judge, we notice. · We put the needs of the service before our own personal gains.	· We don't give up on people. · We value all individuals and are willing to challenge them. · We embrace each other's differences as much as our similarities. · We accept responsibility for our actions.	· We give feedback, we invite feedback, we listen to feedback. · We look inward before we look outward. · We learn as much from our mistakes as from our successes. · We listen to each other, learn from each other and grow together.	· We are always willing to explain why. · We have the courage to be open and honest. · We earn trust through our transparency. · We live by our values even when no-one is watching.

1 Statement of Intent

1.1 As stated in other GLADE School policies we are committed to providing a caring, friendly and safe environment for all our students, so they can learn in a relaxed and secure atmosphere. The objective of the school is that we do not exclude students. However, when the behaviour of a young person is deemed to be so totally unacceptable as to cause damage to property, injury to themselves or others or drug related, exclusion will be considered and applied as the only possible alternative. This policy is to be used as guidance for the implementation of exclusions.

2 The Decision to Exclude

2.1 A decision to exclude a young person, either for a fixed period or permanently, is seen as a last resort by the school.

2.2 The school is responsible for communicating to students, parents / carers and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

2.3 No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. Exclusion will not be used as a punishment in GLADE School.

2.4 Reasons for exclusion:

- serious breach of the school's rules or policies
- risk of harm to the education or welfare of the student or others in the school, including criminal damage

2.5 Any exclusion will be at the discretion of the Headteacher.

3 Temporary Exclusion

3.1 A temporary exclusion should be for the shortest time necessary; Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

4 Persistent or Cumulative Problems

4.1 Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

- discussion with the young person
- mentoring (Tutor support)
- discussions with Parents / Carers / Social Workers / LEA
- target setting
- checking on any possible provocation
- mediation
- counselling
- internal exclusion
- intervention plan

4.2 Exclusion will not be used for minor incidents (e.g. failure to do homework, lateness, poor academic performance or breaches of minor rules), except where these are persistent and defiant.

5 Single Incident

5.1 Temporary exclusion may be used in response to a serious breach of school rules and policies, or a disciplinary offence for which it is deemed necessary that a period of separation would be beneficial in reparation. In such cases the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The young person will be encouraged to give his / her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment.

1.2 If necessary, the Headteacher will consult with the Operations Director.

6 Permanent Exclusion

6.1 A permanent exclusion is a very serious decision, and the Headteacher will consult with the Operations Director.

6.2 As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- serious actual or threatened violence against another young person or a member of staff for which the evidence indicates may recur
- possession or use of an illegal drug on school premises
- carrying an offensive weapon
- persistent bullying
- racial harassment
- an offence of a sexual nature
- serious damage to property

6.3 If the Headteacher decides to exclude a young person he / she will:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the young person
- contact the parents / carers / placing authority to explain the decision and ask that the young person be collected
- send a letter to the parents / carers / placing authority confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the young person's return
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- plan how to address the young person's needs on his / her return
- plan a meeting with parents / carers and young person on his / her return

6.4 An exclusion should not be enforced if doing so may put the safety of the young person at risk. In cases where parents / carers will not comply by, for example, refusing to collect the young person, their welfare is the priority.

6.5 There will be no refund of fees following temporary or permanent exclusion. In the case of permanent exclusion fees will not be returned / credited. Fees in lieu of notice will not be charged, but all outstanding fees will be payable in full.

7 Behaviour Outside School

7.1 Students' behaviour outside of school on school business e.g. on school trips, at sports fixtures, is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

7.2 For behaviour outside the school, not on school business, the Headteacher may exclude a young person if there is a clear link between that behaviour and maintaining good behaviour and discipline within the school, or if it is deemed to be damaging to the reputation of the school.

8 Students with Special Educational Needs and Disabilities

8.1 The school must take account of any special educational needs when considering whether or not to exclude a young person.

8.2 We have a legal duty under the Equality Act 2010 as amended not to discriminate against disabled Students by excluding them from school for behaviour related to their disability. The Headteacher should ensure that reasonable steps have been taken by the school to respond to a young person's disability, so the young person is not treated less favourably for reasons related to the disability. 'Reasonable steps' could include:

- differentiation in the school's behaviour policy
- developing strategies to prevent the young person's behaviour
- requesting external help with the young person
- staff training

8.3 Where reasonable adjustments to policies and practices have been made to accommodate a young person's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

9 Marking Attendance Registers Following Exclusion

9.1 When a young person is excluded temporarily, he / she should be marked as absent using Code E.

10 Managed Move

10.1 In cases where the Headteacher and parents / carers / placing authority agree that the progress of the young person has been unsatisfactory and the young person is unwilling or unable to profit from the educational opportunities offered, or if a parent / carer has treated the school or members of its staff unreasonably, the Head may require the parents / carers to remove the young person at the end of a term. This is not exclusion and, in such cases, the Headteacher will assist the parents / carers in placing the young person in another school.

11 Removal from the School for Other Reasons

11.1 The Headteacher may send a student home, after consultation with that young person's parents / carers and a health professional as appropriate. If the young person poses an immediate and serious risk to the health and safety of other Students and staff, for example, because of a diagnosed illness such as a notifiable disease, this is not an exclusion and should be for the shortest possible time.

11.2 The Headteacher may need to end the placement of a student if the school is no longer able to meet educational need or keep the student safe whilst they are at in attendance at school.

12 Procedure for Appeal

12.1 The procedural format for an appeal against a decision to exclude is to strictly follow that of the school complaints policy, except that the Headteacher will immediately refer the complaint to those not directly involved in the original decision. (Refer to the Complaints policy in conjunction with any considered complaints or appeals.)

13 Associated Documentation & Legislation

- Disability Discrimination Act 1995