HARMONIZE ACADEMY

EXCLUSIONS POLICY

POLICY WRITTEN BY:	PRINCIPAL
DATE POLICY PREPARED:	MARCH 2013
DATE FIRST RATIFIED BY GOVERNING BODY:	APRIL 2013
DATE POLICY REVIEWED:	OCTOBER 2019
DATE FOR NEXT REVIEW:	OCTOBER 2022

Trust, Respect, Compassion, Forgiveness

EXCLUSIONS POLICY

We offer places to many students who have been previously excluded from mainstream, or who present with difficulties that would seriously jeopardise their chances of success at mainstream.

When deciding whether a student can stay at Harmonize we look at:
- Student motivation to attend
- Student motivation to learn and participate
- Student motivation to behave appropriately
- The safety of themselves and others
- Parental support
- Strategies employed within the classroom, the curriculum and school-wide.
  Progress made
- Alternative education options

The following is a summary of the policies and procedures relating to exclusion and on-ward referral:

POLICY	PROCEDURES
Admissions policy that seek to screen all potential students as toughly as possible so as to decrease the need to exclude students	- Admissions criteria and screening - Introductory period
Behaviour policy that aim to give each student the best possible opportunity to succeed	- Behaviour Support Plan - Parental contracts - Student contracts - ILP - Curricular options - Zero tolerance to bullying - Mentoring
An Individualised approach that recognise that each student has unique requirements	- ILP - Curricular options - Links with other providers - Rigorous monitoring - Active and positive home relations - APT involvement - Mentoring
Referral policy that ensures that students have the smallest gap in their education between providers	- Active LEA contacts - Links with other providers - Opportunities for pre-16 college
Exclusion policy that follows clear and consistent guidelines to ensure the fair exclusion of a student	- Standard procedures for exclusion - Complaints procedure

EXCLUSIONS POLICY

- Permanent exclusion is seen as a last resort, because of the negative psychological effects and the loss of educational continuity to the child. Referring to another, more appropriate education facility is preferred. If this is not possible, referral is immediately made to the Exclusion and Education Otherwise Panel.
- The family, APT and other involved agencies are immediately informed of the exclusion and reasons for it.

On-ward referral is the referral of a student to another education provider. It follows assessment by the team and usually occurs as a result of the failure of school wide policies to improve behaviour, motivation and learning. It may also occur because another facility has more to offer the student.

Fixed-term exclusions are decided by the Vice-Principal (or assigned staff member) in response to the student's behaviour. There may not be a total of 15 days in anyone term. Upon excluding a child, the Vice-Principal (or assigned staff member) must inform the APT staff and parents that the child has been excluded; the reasons for it; the length of the exclusions and any follow-up required. The parents have the right to appeal the decision by taking the matter up with the Chair of the Trustees. The Education Manager must tell the Senior Manager and the APT and the reason for it.

Reasons for Permanent exclusion include:
- Complete or repeated failure to attend, to be contacted and to respond to APT involvement.
- Complete or repeated refusal to participate in the Harmonize curriculum.
- Bullying, violence, vandalism or defiance at a level where there is serious threat to the safety of others or self.
- Unlawful activity on-site (or off site with other Harmonize students, where it affects the student's ability to participate and co-operate).
- Failure of fixed term exclusions to produce the necessary change in behaviour, attitude or learning.

The Parents, the APT and the LEA have the right to appeal the decision.

EXCLUSION PROCEDURE

The need for a Fixed Period Exclusion is identified by staff:

- Level 3 behaviour
- Constant Level 2 behaviour
- Inability of other interventions to produce change in behaviour,
- Risk to others or self beyond acceptable level

Documentation:

- Decision Form
- Statement Forms
- Incident form and incident book

Action:

- Parent/ carer informed of decision and the need for their supervision upon student's return home. Letter sent home explaining length of exclusion, reason for exclusion and any further actions required. Parent/ teacher meeting set.
- All communication documented

Support:

- Upon return an action plan and agreements are established with the student to help them to correct unwanted behaviours, avoid further exclusion and support learning and behavioural success.
- Additional support from outside agencies is sought, if required.

Review:

- A periodic review of all exclusions is undertaken by the Vice-Principal to ascertain the effectiveness of exclusion for encouraging positive learning and behaviour.

FIXED TERM EXCLUSION PROCEDURE

The decision to exclude can be made by the team if the Vice-Principal is not available, but this procedure must be carried out fully.

- A student may be excluded for a fixed term if the behaviour is clearly level 3 and the student poses a danger to themselves or others, or if they are consistently level 3 and all normal strategies to manage their behaviour have been tried

PROCEDURE
1. Limit discussion of the event between the students until statements are gathered. This includes witnesses and staff.
2. Collect statement from students concerned.
3. Collect statement from witnesses and staff involved as soon as possible.
4. Contact home, and only if contact is made and agreed can the student be sent home. Otherwise they must have an internal exclusion until this can be gained. The incident, reason for exclusion and length of exclusion and any other considerations for the student's return must be clearly stated (for example, student can only return following meeting with parents/carers). It is preferred if this is also presented as a letter to the parents/carers.
5. All exclusions are tracked in the student's file on the tracking form.

PERMANENT EXCLUSION

This is a very serious procedure and should only be taken once the following procedure is completed.
A student is permanently excluded only if:
- The behaviour is totally unacceptable.
- Or the student is demonstrating repeated level 3, well documented, and there has been no response to school support procedure.

The incident procedure for fixed term exclusion applies in the first instance. Following this the permanent exclusion form must be completed and presented to the Principal before the student can be permanently excluded.

Permanent exclusion is also accompanied by referral back to the Panel and by the discussion of this and option open to the student with the home.

SUPPORT FORM

Name: **DATE:**

STRATEGY USED	TICK	ADDITIONAL INFORMATION
Classroom strategies for encouraging behaviour		
Time out		
Removal from class/break time internal exclusion		
Mentoring		
Externally accessed counselling		
Education Welfare Involvement		
IEP		
Home involvement		
Rewards		
Motivational programmes		
Sanctions		
Restricted programme		
Outreach		

ADDITIONAL INFORMATION:

RESPONSE TO THE ABOVE:

FURTHER ACTION/RECOMMENDATIONS: **SIGNED:**

EXCLUSION FORM

STUDENT: **DATE:**

REASON FOR EXCLUSION

LENGTH OF EXCLUSION

<u>SUPPORTING EVIDENCE AND DOCUMENTATION</u>

COMMUNICATION

DATE	DISCUSSIONS	ACTION

EXCLUSION TRACKING FORM

NAME: **DOB:**

DATE	REASON FOR EXCLUSION	PERIOD OF EXCLUSION	TOTAL	OTHER ACTIONS

PERMANANT EXCLUSION

STUDENT: DOB: DATE:

REASON(S) FOR PERMANANT EXCLUSION:

INITIAL RESPONSES TO INCIDENT(S) BY TEAM:

ADDITIONAL CONSIDERATIONS:

DISCUSSIONS:

DECISION:

Attach:
- Support form
- Incident and statement sheets
- IEP
- Meeting records   Signed: