



Exclusions Policy

Contents

1. Introduction	Page 1
2. Guidelines	Page 1

1. Introduction

At Ash Meadow School we aim to support all young people to enable them to develop an understanding of the boundaries of acceptable behaviour, and that these boundaries are there for their own and others' protection. Young people may use these boundaries to test themselves against, in order to develop their own self-control and to take responsibility for their own actions. In educating young people, an element of control, defining the boundaries beyond which behaviour is unacceptable, is necessary. When the boundaries are overstepped, measures must be employed to inform the young person of their wrong-doing and the implications.

Within this framework, every young person has a right to individual attention which shows recognition of, and respect for, his or her own identity, needs and levels of understanding. Programmes, strategies, and monitoring of these measures will be put in place if boundaries are overstepped to ensure that exclusion from school is used only when all other measures are exhausted. It is felt that supporting the young person through the consequences of unacceptable behaviour within the supportive, familiar placement setting, with use of behaviour management/ modification and communication strategies will best enable young people to fulfil their potential and well-being.

2. Guidelines

- ❖ In both education and care settings, Ash Meadow School uses monitoring systems, individual strategies and programmes to ensure all young people are supported in understanding boundaries of acceptable behaviour and the consequences of overstepping them.
- ❖ Those working in education and care must address appropriate behaviour and consequences of behaviour, rights and responsibilities, and promote opportunities for young people to make well-informed realistic decisions, when appropriate.
- ❖ Staff ensure that concepts of rights and responsibilities are delivered throughout all activities, specifically PSHE, Citizenship and RE subject areas and Social Emotional Aspects of Learning (SEAL) programmes.

- ❖ Those working with young people must show an awareness of and work within the Five Outcomes of Every Child Matters (Children Act 1989; 2004)
- ❖ Those working with young people have a responsibility to inform teachers / key worker, and / or the Safeguarding team, of any behaviour or incidents that may lead to the exclusion of a young person.
- ❖ Targets and programmes/strategies address and monitor any difficulties that could result in exclusion, in order to support the young person and minimise the chances of exclusion taking place. It is the responsibility of those working with the young people, to ensure that any relevant monitoring of strategies/programmes takes place as required, in order to support the young person to prevent exclusion.
- ❖ Ash Meadow School ensure that, if a young person is likely to be excluded from school, they are supported through the process; that all attempts are made to enable the young person to understand why they are being excluded, the length of the exclusion and how their return to school will be managed.
- ❖ Ash Meadow School follow national guidelines and protocols of notification, working in partnership with parents and relevant agencies.
- ❖ It is essential that staff are familiar with Ash Meadow School' Behaviour Management Policy and attend training sessions as required.
- ❖ The final decision to exclude is that of the Executive Headteacher, who can enforce a Fixed Term Exclusion, or Permanent Exclusion, in accordance with national guidelines and must adhere to Ash Meadow School policies and protocols. However, Ash Meadow School has a strict policy and strategy that students are supported in different settings rather than excluded.
- ❖ In the event of a fixed term exclusion, the young person will continue to be educated on a full time basis, within their home setting.
- ❖ Ash Meadow School sees permanent exclusions as unacceptable and rather a breakdown of placement leading to a change of placement. This will only happen after a full conference review involving placing authorities, parents, Social Workers and the Executive Headteacher.

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