



Kestrel House School Exclusion Policy

Introduction

Kestrel House School provides special education for pupils with a statement or EHC plan and who present social interaction and communication difficulties, which often result in a diagnosis of Autistic Spectrum Disorders (ASD). Some of our pupils display challenging behaviours which may be considered reasons for exclusion in a more mainstream environment: our school therefore focuses on means of changing inappropriate, unwanted behaviours and teaching more appropriate, wanted behaviours. The school considers it appropriate that all behaviour be regarded in the light of the pupils' difficulties to communicate and interact; we do not consider a diagnosis as an excuse for challenging behaviour however the difficulties experienced by individuals with ASD or associated developmental disorders (e.g. sensory, social communicative, rigid behaviours) can be a reason for such behaviours which we seek to change and/or moderate.

This policy supports our Behaviour Policy and the document outlining our statement of purpose, ethos and vision.

This policy recognises that it is the Head teacher's responsibility to:

- Ensure the school provides pupils with an environment and education that is responsive to their needs in relation to their Autism / Asperger Syndrome, or other special educational needs;
- Promote good behaviour and discipline across the school;
- Secure an orderly and safe environment for all pupils and staff.

This policy recognises that in order to meet these responsibilities the Head teacher may in exceptional circumstances have to exclude learners, whether for a fixed term or on a permanent basis, and seeks to clarify the circumstances under which this might take place and the procedures to be followed.

Intent:

This policy aims to ensure that the exclusion of pupils operates in a fair and reasonable manner.

Objectives:

The objectives of the policy are to:

- Ensure a shared understanding of the exclusion of learners
- To identify the circumstances under which a learner, may be excluded
- To identify the circumstances under a learner not be excluded
- Ensure a consistent approach to the exclusion of learners

Implementation

Only the Head teacher or, in her absence The Deputy Head/Assistant Head with the schools Regional Director can decide to exclude a pupil from school. A decision to exclude a learner will only be taken:



- If allowing the pupil to remain in the school would seriously harm the education, physical or emotional welfare of the pupil themselves, his peers and/or the staff in the school or excessive damage to the school property.

In the case of a proposed permanent exclusion, decisions will be made in consultation with the Regional Director (Nick Simpson).

Consequences of Exclusion

We recognise that here are some tangible advantages of exclusion:

- It can relieve pressure on the school, other learners and staff;
- It can offer the learner a chance for emotional regulation away from the school environment and personal recovery in a context less fraught with the recent negative experiences (i.e. due to sensory overload or harming others);
- It gives the school a chance to involve families and other agencies in the problematic situation and its resolution.

Equally we recognise that there may be disadvantages of exclusion:

- It takes the learner out of the educational and wellbeing support of the school;
- It presents families with additional difficulties and can create parental resentments towards the school;
- Being 'sent home' can be a positive experience and therefore an attractive idea to some learner who might experience it as a 'reward' for inappropriate behaviour;
- It could prove to be counter-productive if it is used too frequently and may be a symptom that the school environment is not fully meeting the child's needs.

Should exclusion become necessary however, it is important to follow our procedures. These will help to limit adverse effects and protect the learner, the school (peers, staff and property) and the family.

Reasons for Exclusion:

Each situation must be assessed on its own circumstances; each learner's individual reactions and needs must be taken fully into account. We cannot adopt 'standard procedures' for all pupils in these situations. We do not generalise from the particular where our learners are concerned. There are circumstances, however, in which the only decision left to us (and sometimes the best course of action in the situation we face) is to exclude the learner.

Generally, a pupil could be excluded for a fixed term if it is felt that they are in control of themselves and have some knowledge of what they were doing and:

- Cause intentional deliberate and serious harm to another learner or member of staff and damage to school property
and/or?
- Continue to act in a dangerous and threatening manner despite verbal and visual prompts to stop, which could lead to the serious injury of another person.



A permanent exclusion from our school is something that is an extremely rare event at Kestrel House, as we always seek to keep learners who are part of our school community. However, we reserve the right to permanently exclude a learner in exceptional circumstances:

- There may have been an error in our selection, assessment and admission process and if the Head Teacher in consultation with staff considers that the school does not have the appropriate expertise and cannot provide the correct learning environment to fully meet a child's needs.
- It is felt that a pupil is displaying a significant level of risk to themselves and others which cannot safely be controlled within the school environment.
- The child's needs have changed due to a significant change in his life.

Again, the important thing is to make careful and informed decisions which are in the best interest of the child, the school community and other pupils. These collective interests cannot always be reconciled and we accept the fact that on some occasions the collective good has to prevail over individual considerations.

A learner should not be excluded for minor incident e.g.

- Failure to complete work
- Poor academic performance
- Lateness or truancy

Exclusion Procedures

Once a decision has been made to exclude a pupil the Head Teacher is responsible for:

- Deciding the nature of the exclusion either fixed term or permanent.
- The period of any fixed term exclusion.
- Informing the parents/ carers, in writing, of the period of the exclusion; reasons for exclusion; any arrangements to hold a meeting regarding the exclusion.
- Informing the LA, in writing, of the exclusion, the period of the exclusion, reasons for exclusion; any arrangements to hold a meeting regarding the exclusion.
- Making arrangements to ensure the pupil can continue his/her education at home including the setting and marking of work.
- Contacting Nick Simpson (Assistant Director) in reference to a permanent exclusion.

Monitoring and Evaluation

The success of the policy will be monitored and evaluated through an annual review of the number of exclusions, their nature and the reason for their imposition.

Review Date: January 2023	Reviewed by: Lorna Davies-Bailey
Next Review: January 2024	