

# **New Struan School Exclusion Policy**

<b>Director Responsible</b>	<b>Principal</b>
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## DOCUMENT HISTORY

Date	Author/Editor	Summary of Changes	Version No.
01/06/2007	NSMT		1
01/09/2009	NSMT	Reviewed	2
01/09/2011	NSMT	Updated & reviewed	3
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## CONSULTATION AND RATIFICATION SCHEDULE

Name of Consultative Body	Date of Approval
Senior Management Team	June 2016
Regional Managers Forum	May 2016
New Struan Management Team	April 2016

## CROSS REFERENCE TO OTHER POLICIES / STRATEGIES

This policy should be read in conjunction with:	Detail
Policy 1	Positive Behaviour Policy
Policy 2	
Strategy 1	

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Appendix 1: Short Term Exclusion form

## 1. PROCEDURES FOR EXCLUSION

An exclusion from school will only take place when all other forms of support as outlined in New Struan's Positive Behaviour Policy have been worked through.

This can happen for the following reasons:

- To maintain the safety and welfare of the pupil and others.
- To prevent unreasonable disruption to the learning of other pupils.
- To help the pupil recognise and develop more effective means of responding to stresses and triggers.
- To provide a cooling off period.
- To allow staff space and time to review structures and make necessary changes to staff, environment and programme.

## 2. STEPS FORWARD

When staff have concerns about a pupil beyond day to day planning and support, the following processes will apply:

- Teacher will meet with staff team to review young person's 'Traffic Light' and their Positive Behaviour Support Plan to discuss further planning as per the Well Being policy
- The teacher may then call a meeting around the child which will include a member of the school leadership team, therapists, social work and education psychologist. At this stage all processes, as outlined in the Well Being policy should be carried through and evidence submitted for consideration. Concerning behaviours should be defined and quantified. Risk assessments should be reviewed and updated.

## 3. CONTINGENCY PLANNING

Criteria for short-term exclusion are set out for an identified individual (see Appendix 1).

Staff group will agree on the exact criteria for exclusion for an identified pupil. These will come under the following headings:

- **Impact on the individual**
  - Can staff guarantee his/her safety?
  - What level of risk?
  - Is there a need for a cooling off period?
  - Do significant changes need to be made to his/her programme, environment, staff group?
- **Impact on Other Pupils**
  - Is their education being compromised/put at risk? (This would need to be quantified and measured)
  - Are they at physical risk?

- **Environment**
  - Can the environment (room, grounds etc) sustain the young person?
  - Is the everyday business of the school/residence having a negative impact?
- **Staffing**
  - Are staff at risk? (Risk Assessments/measurements)
  - Is the staff team depleted due to absence?

All of the above should be recorded, linked with the child's plan. All information needs to be presented in clear, concise language that is objective and non-judgemental.

Final decisions must be authorised by the Principal.

#### **4. COMMUNICATIONS**

When such a contingency plan is made for an individual, this will be carried out in full consultation with:

- Parents
- Authority (Educational Psychologist & Social Work)
- Staff (including, where relevant, respite staff)
- Pupil
- Any other relevant parties

All plans will be reviewed at agreed and stated regular intervals.

#### **5. POLICY REVIEW STATEMENT**

This policy will be reviewed every three years or earlier should legislative change or other event require it.