

Behaviour and Exclusions Policy

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1. Policy Statements

The Ambitious Approach to education, applied in our Schools and College, requires all policy and practice to afford our pupils/pupils with dignity, compassion and respect. Our Ambitious Approach is centred around improving the quality of life of autistic young people while they are in our settings and ensuring this quality of life continues into adulthood. It is based upon a person's indisputable rights to be:

- treated with dignity and compassion
- valued
- listened to
- supported to have the best quality of life possible
- empowered to make choices and decide on how they want to live their life.

This policy must be read in conjunction with the following policies:

- Staff Code of Conduct
- Child Protection Policy and Procedures
- Adult at Risk Safeguarding Policy and Procedures
- Anti-bullying Policy
- Whistleblowing Policy
- Restrictive Physical Intervention Policy
- Debriefing Policy

2. Our Principles

- The Rise School promotes school wide Positive Behaviour Support (PBS); providing the right support at the right time. We teach children and young people new skills to minimise behaviour that challenges and seek for children/young people to engage in these new skills because they improve their life/make life interesting/meaningful for them.
- For some of our children and young people we will also pay regard to function-based interventions, motivation and reinforcement.
- We understand that behaviour that challenges has a communicative intent.
- Where RPI is required it will only be used as a last resort; where a pupil/pupil is putting themselves or others at risk and all other non-restraints have proved to be unsuccessful. It must be reasonable, proportionate and necessary and must never be used as a punitive measure.
- We are committed to making learning motivating and engaging. We carefully monitor attendance and put systems in place to support pupils/pupils and their families if attendance falls below the required target. This will often include working with external agencies.
- We are committed to a lasting reduction of restrictive practices and we will always use the least restrictive practice possible.

We want to understand pupils' behaviour and will use the principles of behaviour analysis to do this. How we support the pupils will be based on this understanding and will be detailed in Behaviour Support Plans (BSPs). All people who support the pupil will contribute to these plans, as well as the pupil themselves, whenever possible. We recognise and respect everyone's individuality and will support pupils based on their individual needs. This means we will support different pupils differently.

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Staff at all levels of the organisation, and in all roles, will have the necessary skills and competencies to implement PBS. Individuals will need varying degrees of knowledge around behaviour so we will use everyday language that everyone understands.

Leadership teams will have key roles in implementing PBS and maintaining a PBS culture; they will support and coach staff, assuring their competency to follow the ethos and values of the PBS Frameworks, and modelling excellent support at all times.

3. Positive Behaviour Support Procedures

3.1 Our values

- During all interactions we will maintain dignity and respect for each other. Staff behaviour will reflect and model our values (each setting has its own articulated set of values). All staff will role-model appropriate behaviour at all times, as well as coach others in this area.
- We will focus on increasing quality of life by teaching appropriate replacement behaviours to decrease behaviours that challenge.
- We will reduce the use of restrictive interventions. Physical interventions will always be used as a last resort and we will always use the least restrictive practices possible. All restrictive practices will be audited, reviewed regularly and BSP's will include a restrictive practice reduction strategy.

3.2 Quality of life

- Quality of life means teaching new skills to maximise independence on an individualised basis. Additionally, general well-being, life satisfaction, physical health and happiness are key elements for consideration.
- Pupil voice is a fundamental value to define what quality of life means for each individual.
- Improving quality of life will be the focus of all interventions and detailed in BSP's.

3.3 Participation

- All pupils and staff will be involved in maintaining a culture of PBS.
- Family members and other significant individuals, including stakeholders, will be active participants in embedding our PBS values for the pupil.

3.4 Interventions to support learning

- Within the PBS model there are 3 tiers of support.
Tier 1 supports apply to all pupils and support prosocial learning and activities.
Tier 2 supports are “targeted” interventions that support pupils who are not responding to the tier 1 supports alone.
Tier 3 supports are “intensive” interventions who help pupils who have not responded to the tier 1 or 2 supports. Tier 3 supports are highly individualised and specialised interventions based on individual need and learning history.
- The pupil should consent to the BSP, where possible. Once the BSP is drafted we will ask the pupil if they are happy with the BSP. If the pupil cannot tell us then we will have a ‘best interest meeting’ to decide if the BSP is the best way to support the pupil.
- In order to check that the BSP is working we will collect on-going data which will be analysed. If these data show that the plan is not working the people who produced the BSP will meet and change it.

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3.5 Staff development

- A portion of the training for all staff, will be based on our PBS competency framework and Autism Education Trust (AET) standards¹.
- PBS leaders across the establishments will provide ongoing support for staff to ensure that they are competent to follow the PBS framework and any Behaviour Support Plans.
- Staff will have opportunities to reflect on practice and to learn outside of formal training events, including debriefs and team meetings.
- PBS Leaders will also ensure that staff are appropriately supported, in terms of having their emotional support needs met.
- Any de-escalation and/or physical intervention training will come after PBS induction training, must be in-line with a PBS approach and must be clearly seen as the reactive element of a PBS approach.
- Staff will be given clear guidance in the use of unplanned restrictive intervention in an emergency.
- PBS Leaders will access PBS professional development through British Institute of Learning Disability (BILD) and other leaders in the field of PBS.

3.6 Recording and data collection

- A range of data (including behavioural incidents and the use of restrictive practice) will be collected across the organisation on BehaviourWatch and reported to the Senior Leadership team, Governing Bodies and Trustees on a regular basis so that decisions can be made based on these data.
- Staff will be trained in how and what to record.

3.7 Debriefing /post incident support

- Pupils and staff will receive emotional support following a behavioural incident.

4. Relevant Guidance and legislation

[BILD guidance consultation](#)

[Mental Capacity Act 2005](#)

[Department for Health Positive and Proactive Care: reducing the need for restrictive interventions](#)

¹ AET schools autism standards www.autismeducationtrust.org.uk/shop/schools-standards-shop/

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Behaviour and Exclusions at the Rise School

Audit, review, restrictiveness check & authorisation

At times, despite many proactive and preventative support strategies being in place for our pupils, there will be incidents of challenging behaviours. For those pupils who have engaged in incidents of challenging behaviour and are accessing Tier 3 levels of support, they will have a Positive Behaviour Support Plan in place, which details the proactive and preventative support strategies in place as well as detailing the reactive strategies for staff to follow. These are generally implemented in the sequence of least to most intrusive reactive strategies, unless specific risk patterns have been identified.

Where less intrusive (i.e. non-physical) reactive strategies, such as de-escalation or distraction strategies, have been unsuccessful in redirecting the challenging behaviour, staff may need to use physical interventions, they have been trained in, in order to keep the pupil or others safe. These physical interventions will be detailed in the individual pupil's Risk Assessment for Challenging Behaviour. Physical intervention strategies will only ever be used as a last resort, when the pupil is putting themselves or others at risk.

Staff at The Rise School will:

- follow the support strategies outlined within our SW-PBS framework and the agreed proactive and reactive strategies individual to each pupil
- conduct themselves in a calm and professional manner
- not unnecessarily draw attention to the challenging behaviour
- use preventative strategies based on person centred approaches and positive behaviour supports
- give pupils an opportunity to engage in calming techniques and avoid confrontational situations where possible
- communicate clear instructions to pupils, which are followed up as necessary
- review environmental factors, or other location of the pupil and adjusting the environment to meet the pupil's needs where possible
- where appropriate remove pupil from the immediate environment to reduce risk to their dignity and safety, and that of others
- The Rise School does not restrain pupils in ground holds or in prone face down position, if staff see this practice, they should immediately report this to the Head of School.

Criteria for Tier 2 and 3 support levels, how this will be developed (including stakeholder and pupil participation) and what details this will include:

School-Wide Positive Behaviour Support has been embedded at The Rise for several years. Below is the framework of support offer to pupils at The Rise. Tier 1 is available to all pupils all the time across all staff and environments. It is a collection of preventative, proactive strategies that focuses on building rapport and trust between pupils and staff so that pupils can learn from the teaching and learning opportunities presented at The Rise.

Tier 2 levels of support are for pupils for whom a short-term intervention is required to further support their learning or behaviour, for example, they may benefit from additional support in Maths or English from an intervention Teaching and Learning Assistant (TLA) or require 1:1 Mental Health First Aid support sessions following a family bereavement or need 1:1 Mentoring support to increase their self-esteem.

Tier 3 levels of support are for pupils with significant support needs, who require individualised and intensive interventions, often requiring full-time 1:1 support to enable them to access teaching and learning opportunities.

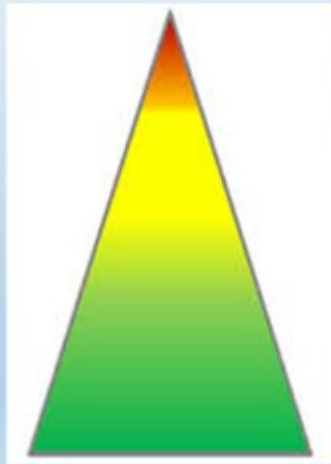
Core behaviour values have been chosen by the pupils, they are currently "*Be Kind, Be Resilient, Be Proud*". These values are reinforced by all staff in all environments and are embedded throughout all teaching and learning opportunities at The Rise.

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SW-PBS - Multi-tiered framework of support at The Rise

Tier 3 – FOR SOME PUPILS:
Individualised rewards, 1:1 support for teaching and learning or behaviour

Tier 2 – FOR SOME PUPILS:
Targeted social skills' groups; SaLT/OT input; 1:1 or small group Intervention TLA support; Girls' group; any individualised targeted short-term intervention needed; 1:1 Mentoring; 1:1 MHFA support; CAMHS; Social care



Tier 1 - FOR EVERY PUPIL:
Rewards, Coping strategies taught (e.g. Taking a break, Asking for help); Mindfulness 3 times per day; Core values of Kindness, Pride and Resilience taught and reinforced; Social Skills' teaching embedded throughout curriculum; ASD-specific and visual strategies used consistently; Reinforcement strategies; Behaviour Ladder provides consistent consequences; Evidence-based teaching strategies used; Restorative Practice; general MHFA support; 11-year all through curriculum; Social Curriculum delivered over 4 lessons per week covering: Weaving Wellbeing curriculum (positive mental health programme to enhance wellbeing); Yoga; PSHE /Citizenship curriculum

Who is responsible for implementation of the BSP and the review process?

Every pupil that is accessing Tier 3 levels of support and some pupils who are accessing Tier 2 levels of support have a positive behaviour support (PBS) plan that operationally defines the target behaviour(s), provides details of how to monitor the occurrence of the behaviour, and gives detailed descriptions of the procedures used to decrease the challenging behaviour and increase the appropriate alternative replacement behaviours. All key staff working with the pupil and the parents/carers sign the positive behaviour support plan once it has been agreed.

Positive Behaviour Support Plans are written by the pupil, behaviour team, allied health professional (if involved) and class team supporting the pupil. Then they are agreed and signed by the pupil and parents/carers. These are reviewed as interventions are changed, added or removed in the PBS plan.

To ensure that positive behaviour support plans are accessible to our pupils, self-management plans are written with the pupil that outline the key information as the Positive Behaviour Support Plan as a 1-page visual summary but is much more accessible and is easily transferable between environments.

Staff training, including induction training for staff at The Rise

As part of our commitment to ensuring all staff have excellent knowledge of Autism, they all receive Level 2 of the AET training as a minimum. The CPD pathways for staff at The Rise enables all staff to access development of knowledge and skills within Autism, PBS, Mental Health and Wellbeing strands, which will run alongside two other strands: Developing Leadership, and Teaching, Learning and Assessment. The AET and PBS competency frameworks help to set the direction and focus of all CPD in relation to Autism and PBS knowledge for staff.

All new staff have induction training which includes an introduction to PBS but does not include Team Teach training. This training strategy is line with the recommendations received by BILD in February 2018.

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Details of data collected, reporting procedures and analysis/review process

Data is collected daily for every occurrence of an incident of challenging behaviour. Detailed data on number of incidents, type of behaviour and frequency of physical intervention is reported to the PWE Governor committee on a termly basis.

Consequences and Exclusions

Purpose

Having consequences in place for behaviour that is challenging, is part of everyday life. Within The Rise, we are preparing pupils for an independent life beyond school and part of this, is ensuring that they have been taught alternative behaviours, so that they have alternatives to the behaviours that will have a negative impact on their quality of life or the quality of life of those around them.

As a first step, it is important to identify the possible function of the challenging behaviour before any attempts to eliminate or reduce it are made. It is only by identifying the function of the behaviour, that we can determine the socially appropriate skills that need to be taught in its place.

Guidelines

Teaching staff should:

- be calm and professional
- use reinforcement, proactive and preventative strategies (such as rewarding appropriate behaviours) in preference to consequences
- give pupils a chance to deescalate, and avoid confrontational situations
- give clear instructions, review physical and social environments such as classroom organization, in order to meet the pupil's individual needs
- follow the PBS framework and systems and any pre-determined positive behaviour support plans

It is accepted that from time to time, despite consistent implementation of the proactive and preventative strategies, situations may arise which result in a pupil presenting a danger to him/herself or others. In such cases it is essential that the safety of all pupils and staff is the primary concern. Therefore, crisis management strategies may be employed such as removing pupils from the classroom or the use of approved positive handling techniques. Restrictive physical intervention is only utilised when failing to do so is likely to result in an injury or significant damage to property (see Positive handling policy). All staff working with the pupils are trained in Team-Teach methods of positive handling. When incidents occur procedures are routinely reviewed and further training carried out when necessary.

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Exclusions for The Rise School

Introduction

At Ambitious About Autism (AaA) / Ambitious About Autism Schools Trust (AaAST) we believe that children best learn, thrive and achieve in a positive, ambitious yet nurturing environment where all members of our school community – be they adults or children - feel safe and supported in their day to day participation in school life.

Our designation as a special school for children with Autism means that decisions by the Local Authority to place a child or young person at Ambitious schools may occur following a breakdown in the child's previous setting and sometimes as a result of exclusion e.g. the Local Authority has exhausted all within-borough education provision for the child or young person and seeks to secure specialist, out-of-borough placement. As such some children and their families have experience of exclusions before they reach the Rise School.

The Department for Education guidance explains that pupils with special educational needs (SEN) and looked after children are especially vulnerable to the impacts of exclusions. It advised that Head of schools should, as far as possible, avoid permanently excluding these pupils.

It is therefore all the more important that children and young people and their families are aware that although the Head of school retains the power to authorise fixed-term and permanent exclusions, the decision to exclude, whether for a fixed term period or permanent is a very serious consideration and in normal circumstances will only be used as a last resort when a range of other strategies has been exhausted. Only the Head of school or, in his/her absence, a member of the school senior leadership team acting with the authority of the Head of school can exclude a pupil.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

Policy summary

All children have a right to education. A decision to exclude a pupil on a fixed term or permanent basis will only be considered in exceptional circumstances and only when all alternatives to exclusion have been implemented and exhausted.

A decision to exclude a pupil for a fixed-term might be considered as the last resort when:

- Serious and repeated incidents have taken place
- Allowing the pupil to remain in school would seriously harm the education or welfare of other pupils
- A 'cooling off' period is considered essential for the pupil and/or time over and above what can reasonably be expected within the normal responsibilities of teaching or facilities staff is required in order to reorganise rooms, repair and make safe property damage, adjust teaching arrangements or to prepare new materials

A decision to exclude a pupil permanently would only be considered in very rare and exceptional circumstances and only when all alternatives to exclusion have been implemented and exhausted.

These might be:

- In response to serious or persistent breaches of the school's behaviour policy and;
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The decision to permanently exclude is an acknowledgement by the school that it has exhausted all available strategies for supporting the pupil.

Guidance on exclusions can be found in:

The Department for Education (DfE) withdrew the January 2015 version of the statutory exclusions' guidance. Until updated guidance is published, the 2012 guidance 'Exclusion from maintained

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schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion' applies and is referenced throughout this policy. The 2012 guidance replaced 'Improving behaviour and attendance: guidance on exclusion for schools and Pupil Referral Units (September 2008) for schools in England.'

The principle legislation to which the Department for Education 2012 guidance relates is:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Other information and guidance regarding consultation regarding revised guidance can be found on the DfE website: Non-statutory advice for head of schools of maintained schools on the place of multi-agency assessments within a school's behaviour policy is provided by, 'Behaviour and Discipline in Schools – A Guide for Head of schools and School Staff (2012).

To avoid the need for exclusion the school initiates three stages of support and recording prior to any fixed-term or permanent exclusion. The only exception being when the impact of one incident is so severe that an immediate decision to exclude on a fixed-term basis is required in order to avoid serious harm to the education and welfare of the pupil or others in the school.

Stage One:

Staff working with the pupil observe (or feel) that there may be an escalation of behaviour that, without further targeted intervention, might lead to circumstances where a fixed term or permanent exclusion may be the only action available.

Reporting and responding to Stage One concerns:

- Internal reporting of the incident(s) by the class team to the Leadership Team members of the school using BehaviourWatch and communicating in person. A follow up email may be sent. It should be noted that email alone is not considered enough communication with the Leadership Team when a Stage One concern is being raised
- Staff use the Incident/Accident software to report what management action is taken in response to the incident. Reviews software to identify trends or patterns to the incidents. This may include reasonable adjustments such as changes to the behaviour plan, additional staff training, a review of the pupil's curriculum and programmes or adaptations to the environment
- Parents/carers are informed of the actual incident(s) via the home-school book or their preferred method of receiving information from school
- Key staff (Teachers, Senior Behaviour Analyst) alert Senior Leadership Team (specifically a member of Senior Leadership) that a Stage One concern has been raised. Advice is sought from the Behaviour Team to develop alternative behaviour support strategies
- Key staff ensures the Assistant Head is informed and involved in planning support for the pupil
- Support offered to both monitor and develop strategies to overcome the issues. The pupil's Behaviour Support Plan is revised if appropriate.

Parents/carers are notified by the appropriate senior leader of the actions being taken and the timeframe within which improvements are expected to be observed. Parents/carers are advised that these are being implemented as an alternative to exclusion. Where there is concern as a result of persistent or repeated incidents of a similar nature, it should not be a surprise to parents/carers that the school is implementing alternative to exclusion.

Stage Two:

Reporting and responding to Stage Two concerns:

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- An internal discussion involving the School Senior Leadership Team is held to explore further strategies (e.g. whether to agree a fixed-term intervention of an increased staff ratio, or a fixed-term intervention of a pupil receiving individual teaching in a separate space).
- Parents/carers are contacted in person and subsequently in a letter written by the Head of School informing them that the behaviours that challenge are continuing and that the strategies being implemented are not having the desired effect. Parents/carers are advised that should further strategies fail to have a positive effect, a 'Case Conference' will be held in school to discuss the matter.

Stage Three:

- Staff working with the pupil observe (or feel) that the escalation of behaviour support and internal strategies implemented thus far have failed to positively affect the behaviour within the time period agreed at Stage Two and that without further targeted intervention, might lead to circumstances where a fixed term or permanent exclusion may be the only action available
- A 'Case Conference' is called by the Head of School. The Case Conference should involve the parents/carers, staff working with the pupil as appropriate and the Head of school. A letter is sent to the Local Authority (LA) informing them of the Case Conference and the details of the issue and inviting them to attend should they wish to.
- The key objective of the Case Conference is to determine whether it might be possible to change the behaviour of concern or whether a fixed-term exclusion would be appropriate.

An exclusion may not be given at Stage Three whilst waiting for a Case Conference to be organised.

Unlawful exclusions

It is unlawful to exclude a pupil or increase the severity of an exclusion for non-disciplinary reasons such as:

- The pupil having additional needs or a disability that the school feels unable to meet
- Academic ability or attainment
- The pupil failing to meet specific conditions before he or she is reinstated following a fixed-term
- The actions of the child's parents/carers (Paragraph 12, DfE guidance 2012)

When deciding whether to exclude a pupil, the Head of School must consider the school's responsibilities under the Equality Act 2010. Schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief or sexual orientation; because of pregnancy/maternity; or because of gender reassignment. The Head of School must ensure that all school policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

'Informal' or 'unofficial' exclusions such as sending a pupil home to 'cool off' or reducing the length of a child's day in school are unlawful whether they occur with the agreement of the parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded (Paragraph 12, DfE guidance 2012)

Fixed term exclusion

A decision to exclude a pupil for a fixed term will only be considered in exceptional circumstances. These might be where:

- serious and repeated incidents have taken place
- allowing the pupil to remain in school would seriously harm the education or welfare of other pupils and there is a real risk of injury to staff
- a 'cooling off' period is considered to be essential for a pupil or pupils and/or time is needed to reorganise the classroom, teaching arrangements or prepare new materials, in the context of adapting the school environment in order to continue to meet the pupil's needs

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and where the necessary time to do this is over and above what can be carried out within the normal expectation on teaching staff.

Before any decision to exclude for a fixed term is reached the Head of School will consider all the relevant facts in the context of the school's policies for behaviour, safeguarding and child protection of children and vulnerable adults and equal opportunities and consult with colleagues. A fixed-term exclusion will not take place without prior discussion with parents/carers about the issues that have led to considering the exclusion and the implementation of the 3 Stage process outlined above.

The length of the exclusion must be fixed for a precise period, and reasons for the exclusion given in a letter within one school day. Usually the parent/carer will be informed by telephone on the day of the exclusion by the Head of School. The parent/carer has a right to make representations to the school's governing body, and the letter should set out how to do this and who to contact in order to do this.

The maximum amount of time for which a child can be excluded is 45 days in any single school year. It is also possible to exclude a child for lunch times only. Each day of lunchtime exclusion counts as a half day exclusion.

The school will take reasonable steps to set and mark work for a pupil during the first five school days of an exclusion, during which time parents/carers can be expected to provide supervision for their child. However there are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.

For a fixed-period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age. This must begin no later than the sixth day of the exclusion.

Permanent exclusion

A decision to permanently exclude a pupil would only be considered in very rare and exceptional circumstances and only when the three stage process has been completed and exhausted. These might be

- in response to serious breach, or persistent breaches of the school's behaviour policy **and**;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school (Paragraph 15, DfE 2012)

Before any decision to permanently exclude is reached, the Head of School will take account of any contributing factors that are identified after a serious incident of behaviour that challenges has occurred. These might include where a pupil has suffered a bereavement, has been subject to bullying or where their needs beyond school have been identified as not being met.

Behaviour that challenges can be an indication of unmet needs. Where the school has concerns about a pupil's behaviour it will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation the school will give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.

The Head of School will consider all the relevant facts in the context of the school's policies for behaviour, child protection and equal opportunities and consult with colleagues. It is highly unlikely that any permanent exclusion will take place without a history of discussion with the child's parents/carers and LA. The decision to permanently exclude is an acknowledgement by the school that it has exhausted all available strategies for supporting a pupil.

For permanent exclusions, the LA must arrange suitable full-time education for the pupil. This must begin no later than the sixth day of the exclusion.

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Where a permanently excluded pupil has an EHC Plan, the LA must ensure that an appropriate full-time placement is identified in consultation with parents/carers. Parents/carers retain their right to express a preference for a school should they wish their child to attend, or may make representations for a placement in any other school. The DfE guidance clarifies that the placement does not have to be full-time if the pupil's EHC plan indicates that the maximum number of hours' education per week should be less (paragraph 42 and 43 of DfE guidance, 2012).

Management of a permanent or fixed period exclusion

(a) Notification

Except in very rare circumstances a permanent exclusion will be planned. Parent/carer and LA representatives will be informed well in advance through their involvement in meetings to discuss prior steps and any on-going management issues. Any exclusion must be treated in the strictest confidence.

If permanent or fixed term exclusion is considered necessary the Head of School must inform the pupil's parents/carers and the LA immediately, ideally by telephone followed up by a letter explaining the circumstances. When the parent/carer must be notified in writing depends on when the pupil is excluded.

- Where the pupil is excluded at the end of the afternoon session and the exclusion takes effect from the next school day, notice must be given before the start of that day;
- Where the pupil is excluded in the morning session and the exclusion takes effect from that afternoon, notice must be given before the start of the afternoon;
- Where the pupil is excluded in the afternoon session and the exclusion takes effect that afternoon, the notice must be given by the end of the afternoon session.

Notices must be in writing and must state:

- for a fixed period exclusion, the precise period of the exclusion;
- for a permanent exclusion, the fact that it is a permanent exclusion;
- the reasons for the exclusion;
- the date of the commencement and ending (if fixed term);
- the parents'/carers' right to make representations about the exclusion to the governing body and to see any reports describing events leading up to the exclusion;
- the person the parent/carer should make contact with if they wish to make representations about the exclusion (this will normally be a trustee or member of the governing body who will become the chair of the committee established to consider the representation);
- the arrangements for the pupil to continue his/her education during the first five school days of the exclusion;
- the name and telephone number of an LA officer the parent/carer may contact for further advice;
- Within one school day the Head of School must inform the chair of the governing body, the LA and notify at least one other governing body member/trustee (who will then become the chair of the committee established to consider any representation that may be made about the exclusion) of :
 - permanent exclusions;
 - exclusions which would result in the pupil being excluded for more than five days (or more than 10 lunchtimes) in any one term; and
 - exclusions which would result in the pupil missing a public examination.

(b) Representations

If the parent/carer or LA wish to make representation about a pupil exclusion they will inform the governing body member selected to be the chair of the committee set up to review the pupil's exclusion.

The Head of School will provide an exclusion report for the committee chair. This will include:

- the pupil's name, age, gender and ethnicity;
- the length of the exclusion;

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- the reason for the exclusion and any associated reports;
- whether or not the pupil is in public care;
- for fixed period exclusions of pupils of compulsory school age, where the exclusion is for more than five school days, what alternative provision has been put in place for the pupil.

The committee chair will make contact with at least two other governing body members (including at least one trustee) to form a committee to consider the parents'/carers'/LA's representation at a meeting within four weeks of receipt of the representation(s).

The committee chair will determine the date the committee will meet and ask the parent/carer/LA to provide any written statements one week in advance of the meeting. Parents/carers will be informed that they may be accompanied by a friend or advocate if they wish.

The committee chair will circulate the head of School's report and any written statements prior to the meeting.

(c) Meeting to consider a LA or parent/carer representation about an exclusion

The meeting will be convened by the chair within the agreed time limits or as soon as possible thereafter by mutual agreement. Where reinstatement is a practical option, the committee will consider the information presented and decide whether the Head of School should be directed to reinstate the pupil or not. This decision will be given to all involved within twenty four hours. If the decision is for reinstatement the Head of School will be required to make the necessary reintegration arrangements.

Further information for chairs is available at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076521/independent-appeal-panels>

If the decision of the committee is to uphold the exclusion then the parents/carer/LA will be told of their right to appeal to an independent panel and be given the name of the chair of this panel. In such circumstances DfE guidance will be followed with regard to establishment of such an appeal committee and future action.

Where reinstatement is not a practical option (e.g. the pupil has already been reinstated or the parents/carer wish for an alternative placement) the committee will consider the information presented and decide whether or not a note of the committee meeting and the views presented should be placed on the pupil's file.

Where parents/carer (or excluded pupil, if aged 18 or over) dispute the decision of the governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents/carers can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

(d) Length of fixed period exclusion

There is no legal requirement for the Head of School to inform the governing body or trustees of short fixed period exclusions (i.e. those of up to and including 5 school days in total in any one

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term). The law requires the Head of School to report short fixed period exclusions once a term to the governing body. However AAA and AAAsT views it as good practice to inform the chair of the governing body and the Executive Principal immediately of any intention to exclude.

(e) Education of excluded pupils

The school recognises that in the event of an exclusion of any pupil an interruption in the education of that pupil will occur. In the event of an exclusion taking place, the school will work with the parents/carers and the LA to support a continuity of education. The continuation of one to one support away from the school is not always practicable. In those circumstances, the school will seek to advise both parents/carers and the LA on appropriate strategies that might be employed in other settings.

In some circumstances a managed move might be considered to another school, which must be able to meet the need of the pupil. The school would consult with the local authority (LA) before moving the pupil. Where a pupil has a statement of Special Educational Need or an Education Health and Care Plan, is looked after by the LA, or where there is other support from, for example, health or care services, those services must be actively involved in review/planning meetings prior to the managed move protocol.

(f) Preparation for reintegration to school

A plan will be drawn up to support a child's reintegration to school following any period of exclusion. All members of staff working with the pupil need to be informed of this by the Head of School.

A programme of reintegration will be put in place following a fixed-term exclusion. This will be discussed with parents/carers at or prior to the reintegration meeting, which will be conducted by a member of the Senior Leadership Team on or before the pupil returns to school. Other key members of staff may be involved in this discussion. Reintegration programmes will be based on a functional analysis of the pupil's behaviour that challenges and may involve:

- Returning to school initially on a reduced timetable and gradually building up the time spent in school
- Teaching being delivered off-site by members of staff for a fixed period of time, reviewed at regular intervals agreed with the pupils and parents/carers.
- Having one-to-one provision made on-site with gradual reintegration into class. This will usually be reviewed on a weekly basis.
- Placing the pupil on an individualised timetable. This will usually be reviewed on a weekly basis.

The aim is always to successfully reintegrate the child back into class full-time, as far as possible.

(g) Training for Governors

A minimum of three Governors must be trained in order to allow them to be part of an exclusions committee. This will be arranged by the school.

Alternatives to exclusion

If the school feels that it can no longer manage the behaviour of a particular pupil, the school may ask the LA to identify another school to take over his or her education. This should only be done with the full knowledge and co-operation of all parties involved, including the parents/carers and LA, and in circumstances where it is in the best interests of the pupil concerned. Parents/carers should never be pressured into removing their child from the school under the threat of a permanent exclusion.

Ambitious about Autism/Ambitious about Autism Schools Trust does not use exclusion as a punishment, as we recognise that our pupils are not able to comprehend that the exclusion is a consequence of their actions.

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