

Policy

Exclusion

Lufton College

Policy Author / Reviewer	Sophia Cursons
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Policy Level	Lufton College only
Staff Groups Affected	ALL STAFF

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## 1. Monitoring and Review

- 1.1. The Principal will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- 1.2. The local content of this document will be subject to monitoring, refinement and audit by the Principal.



Sophia Cursons  
**Principal**  
September 2024

## 2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

<b>'Establishment' or 'Location'</b>	This is a generic term which means the Children's Home/school/college. Lufton College is a college.
<b>Individual</b>	Means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Lufton College we have [young people and adults attending and/or residing between the ages of 16 to 25.
<b>Service Head / Head of Service</b>	This is the senior person with overall responsibility for the Location. At Lufton College this is the Principal who is Sophia Cursons.
<b>Key Worker</b>	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
<b>Parent, Carer, Guardian</b>	Means parent or person with Parental Responsibility
<b>Regulatory Authority</b>	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Lufton College this is Ofsted for education, and CQC for care provision.
<b>Social Worker</b>	This means the worker allocated to the young person. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
<b>Staff</b>	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

## 3. Legal Status:

3.1. Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 (24)(3) of the Education (Independent School Standards) (England) Regulations 2010

**Applies to:**

- 3.2. the whole Location, out of college care and all other activities provided by the Location, inclusive of those outside of the normal hours;
- 3.3. all staff (teaching and support staff), students on placement, the proprietor and volunteers working in the Location.

**Availability**

3.4. This policy is made available to parent/guardian/carer, staff and students in the following ways: via the Location website (if applicable), and on request a copy may be obtained from the Location Office.

## 4. Policy

- 4.1. Ultimate sanctions are Fixed Term and Permanent Exclusions. Neither sanction is used lightly and will only be used in high risk and dangerous situations. Only the Principal and in her absence, Assistant Principal has the authority to exclude a student. If the Principal excludes an Individual, the student/local authority/parent/guardian/carer are informed immediately, giving reasons for the exclusion. At the same time, the Principal will make it clear to the student and/or parents that they can, if they wish, appeal against the decision to the Cambian Board. Information is given information on how to make any such appeal.

### Serious Offences and Exclusions

- 4.2. Serious offences are those that may have a significant impact on the individual or others at the Location. Examples include:
- extreme or persistent bullying, racism or harassment of another student;
  - extreme or persistent violence which involves the police or results in serious injury of another person;
  - sexual abuse and assault or activity;

### Fixed Penalty Exclusion and Permanent Exclusions

- 4.3. We will apply our behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions are:
- Fixed Term Exclusion (suspension) – term to be considered- minimum time will be applied.
  - Permanent Exclusion- this is a last resort and exclusion will not be considered until a placement has already been deemed at risk, the student, local authorities, families and other professionals have been involved in multi-disciplinary meetings have been held to resolve and prevent exclusion.

## 5. Procedure

- The student and parent/guardian/carers must be informed immediately by phone with a follow up letter.
  - The local authority needs to be informed on the same day via email or phone call with a copy of the letter.
  - A copy of a sheet entitled 'Advice for Parents/Carers' will be attached to the letter.
  - The student and parent/guardian/carers/local authority must be notified of their right to appeal.
  - Ensure that arrangements are in place for work to be sent home.
  - Arrangements will be made for a return to college interview including parent/guardian/carers if appropriate
  - A re-integration plan and multi-disciplinary meeting held and put in place (if appropriate) for all fixed term exclusions (suspension).
- 5.1. All cases of exclusion will be treated in the strictest confidence on a need-to-know basis and are not to be discussed outside the college.

### Responsibilities of the Location

- 5.2. At Lufton College, as a specialist education provision we expect for our students to need high levels of support, including clinical input and therapeutic plans in place. Therefore, exclusion both fixed term and permanent will also consider the students placement, and personalised approach in all decision making and whether exclusion will have a long-term detrimental effect on the student's education and relationships with staff members they work with at the college. The college will ensure they do the following in every case:
- 5.2.1. Working closely with the student and parent/carer/clinical team to address underlying causes of the behaviour
  - 5.2.2. Targeted programme of support, including multi-disciplinary approaches
  - 5.2.3. Implementation of personalised plan and reward system.

### 5.3. Lufton College:

- requires all staff to use positive strategies for handling any unacceptable behaviour by helping Individuals find solutions in ways that are appropriate for their ages and stages of development;
- acknowledges that such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting Individuals to gain control of their feelings so that they can learn a more appropriate response;
- ensures that there are sufficient resources and activities available so that Individuals are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns;
- supports each student in developing self-esteem, confidence and feelings of competence;
- avoids creating situations in which Individuals receive attention only in return for unacceptable behaviour;
- communicates in a person specific method and appropriate level, the effect of unacceptable behaviour, making it clear to the student that it is the behaviour that is unacceptable, and not the person.

### 5.4. When Individuals behave in unacceptable ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately. We provide opportunities for Individuals to learn how to interpret and cope with feelings, listening to them and offering the necessary support to enable them to verbalise their own frustrations, hurts and disappointments. We do not shout or raise our voices in a threatening way to respond to Individual's unacceptable behaviour. We do not use techniques intended to single out and humiliate individual Individuals. Corporal punishment, which is strictly forbidden at Lufton College, is a criminal offence.

### 5.5. Under the Equality Act 2010 schools must not discriminate against, harass or victimise students because of their sex, race, disability, religion or belief, sexual orientation, because of pregnancy/maternity or because of a gender reassignment. For disabled children, this includes a duty to make 'reasonable adjustments' to policies and practices.

### 5.6. There are certain groups of students with additional needs who are particularly vulnerable to exclusion. This includes students who are 'looked after' children. The principal; will, as far as possible, avoid permanently excluding any student who are high risk and consider their home and living arrangements including whether they are on a residential placement.

### 5.7. Where reasonable adjustments to policies and practices have been made to accommodate a student's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. An isolated incident whereby allowing the student to remain in college would seriously harm the education or welfare of the student or others in college may be such a reason. The decision to exclude for a fixed term will be notified to the parent and local authority in writing with reasons. If the Location determines that a student should be excluded for a fixed period, the Principal will provide this in writing with information as to:

- the period of the Fixed Term Exclusion;
- the arrangements, such as setting work, to allow the student to continue their education during the Fixed Term Exclusion.

### 5.8. It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a student simply because they have additional needs or a disability that the college feels it is unable to meet or for other reasons such as the failure of a student to meet specific conditions before they are reinstated such as attend a reintegration meeting.

### 5.9. If the Principal commences an investigation which may lead to a permanent exclusion the Principal must arrange a preventative "Placement at risk" meeting with the local authority, parents, the student if they are able and willing to attend and any other relevant professionals without delay. This will be arranged as a video meeting and communicate via email. The meeting will discuss the following:

- the nature of the offence(s) and the results of any investigation to date;
- that the sanction of a permanent exclusion may be imposed;
- Strategies or interventions not yet tried by college team members or advice to be sought from other specialists and professionals;
- Level of risk posed to the student in the event of exclusion or placement end.

- 5.10. During the Placement at risk meeting another meeting must be arranged in a timescale which is proportionate to the risk of exclusion and/or risk behaviour and potential harm, date of which must be agreed at the placement at risk meeting. There is no specific timescale or number of meetings that can be held due to the personalised and individual circumstance of each student, and the Principal will alongside the local authority and parents, agree any further strategies and responsibility for risk management. If there are still significant safety concerns and risk that takes place,

### Appeals

- 5.11. If the student/parent/guardian/carers wish to appeal the exclusion then they must do so in writing to the Proprietors within one week of the letter notifying the parents or guardians of the exclusion. The Proprietors will establish an Appeal Panel to consider the appeal.
- 5.12. The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The panel will consist of members of the board. No-one on the panel will have had any prior involvement with the decision-making process surrounding the exclusion. The parents or guardian may bring a representative to the meeting. All letters and documents provided as evidence by the Principal will be made available to the parents or guardian prior to the hearing. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parent/guardian/carers or their representative, or in the absence of the Principal. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:
- The exclusion is confirmed
  - The exclusion is rescinded
  - The exclusion be rescinded and replaced with an alternative sanction.
- 5.13. However, the final decision will always rest with the Location Proprietors, who may or may not accept the recommendations of the panel.
- 5.14. The recommendation shall be communicated to the student/parent/guardian/carers and the Principal. Every student has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence.

## 6. Relevant Documents:

- 6.1. Safeguarding - Child Protection and Safeguarding Policy
- 6.2. Safeguarding- Safeguarding Adults Policy
- 6.3. Behaviour Support Policy