

# Exclusions Policy

<b>Approved by:</b>	<b>Academy council</b>	<b>Date:</b>	<b>23/11/22</b>
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## Overview

The Sky Academy is a specialist school that understands the value of relationships to support children with SEMH to enable them to learn and develop so that they are able to be successful as learners and able to make a positive contribution to society. This policy should be read alongside the Relationships for learning and behaviour policy.

Staff are expected to adopt strategies to support students who may have experienced trauma, have attachment difficulties, neuro-developmental delay or neuro diversity. The use of suspension / exclusion is only used in exceptional circumstances or if there is persistence in behaviours which impacts on the safety of others or risk of harm to the school community.

The Headteacher should follow the procedures set out in law and statutory guidance, which are designed to ensure fairness and openness in the handling of exclusions.

Following this guidance will also reduce the chance of any successful legal challenge to the exclusion at a later stage.

### 1. Exclusion

Whenever the Headteacher excludes a student, the parent must be notified immediately, ideally by telephone followed up by a letter within one school day.

Letters of notification of exclusion must state;

- For a suspension, the precise period of the suspension
- For a permanent exclusion, the fact that it is a permanent exclusion
- The reasons for the suspension / exclusion
- The parent's right to make representations about the suspension / exclusion to the governing body

Permanent exclusions should only occur:

- In response to serious breaches of the school's behaviour policy
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

Only the Headteacher or in their absence the Deputy Headteacher can exclude a student.

At The Sky Academy, we aim to offer alternatives to exclusion where possible in and the following strategies are in place to help reduce the number of exclusions and so support individual students better manage their behaviour. See also Relationships for learning and behaviour policy.

### 2. Restorative processes

This process enables the student the opportunity to redress the harm that has been done to another person and enables all parties involved to participate fully in the process.



It supports the student to understand their behaviour and adults will support them to reflect on their actions as well as supporting them with alternative strategies to manage their emotions. It can be used to resolve situations that could otherwise have resulted in exclusion.

The Sky Academy have staff available who have undertaken training in the principles about restorative approaches.

This process works where all parties are committed to a restorative outcome and agree to the process.

See also Relationships for learning and behaviour policy.

### **3. Mediation**

This is a process whereby a third party, usually a trained mediator is used to resolve conflict between two parties e.g. a student and teacher or two students.

### **4. Time in**

This is used to defuse situations that occur in school that require a student to be removed from class but does not require removal from the school premises.

### **5. Alternative Provision**

For a minority of students with significant and complex needs, It may be appropriate to further personalise their provision to try to ensure that their needs can be met at The Sky Academy and reduce the risk of personal exclusion.

This need for an alternative package of education (which may include off site education at our alternative providers) will be identified through the core documents around the child reviews, and pastoral data analysis. Putting this package into place may also entail an MDT or EAR with the Parents/Carers and local authority who manage the EHCP for the student and will agree any required additional funding.