



# PACE Education

## Exclusion Policy

Version	Date	Updated by
1.0	September 2017	Clare Harper, Headteacher
2.0	September 2021	Caroline Bell, Interim Headteacher

## Exclusion Policy

This policy reflects the Department for Education Guidance for Exclusions (June 2012, plus all updates including October 2020) and Exclusion from maintained schools, academies and pupil referral units in England (2017) as well as the following legislation:

- 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
- The Education Provision of Full-time education for Excluded Pupils Regulations (England) 2007
- SEND Code of Practice 2014
- The Equality Act 2010

There are two types of exclusion:

- Fixed Term Exclusion: this is where a young person is excluded for between 1 and 5 days and is then able to return to school following a Reintegration Meeting with a parent/carer and a member of the Senior Leadership Team. This meeting should review additional strategies and options which may help the young person succeed.
- Permanent Exclusion is a very serious matter and is only likely to be used when all other sanctions, including Fixed Term Exclusions, have failed to produce the necessary improvement in the young person's conduct. It may however be an appropriate response to a single incident of extreme misconduct, e.g. extreme violence towards a pupil or member of staff.

Pace Education is an independent specialist provision for children and young people who have been diagnosed with social, emotional and mental health (SEMH) as their main presenting need. We recognise that this group of young people is disproportionately vulnerable to exclusion. Many of our students have developed maladaptive coping strategies in previous settings and our goal is to help them learn better and safer strategies for managing their emotions and supporting their behaviour, ensuring their safety and wellbeing and over time enabling them to become positive citizens in their local community. We seek to promote trust and mutual respect for everyone and have clear boundaries which pupils sign up to prior to admission e.g. handing in their phones and belongings at the beginning of the day. We recognise that at times, students' level of stress and anxiety may make it difficult for them to achieve the high standards set. These can become learning opportunities and we reinforce that "everyone has blips" and reflect on how things can be different next time the students experience intense feelings which overwhelm them.

We also recognise that sometimes students will push against boundaries to test that the adults care enough to keep them safe and to keep them in school. Staff are trained in Proactive Approaches and use PACE strategies of Playfulness, Acceptance, Curiosity and Empathy to help us remain out of judgement while helping reinforce and teach more appropriate behaviour. We also have a range of primary preventative strategies to support young people, including high staff ratios and opportunities for young people to have dignified 'ways out' and find an alternative constructive and non-shaming activity if they are struggling in class. We also recognise the power of relationships and that spending time with a trusted adult can help a young person to calm after becoming angry or upset. We use a great deal of positive reinforcement to praise and support behaviour which reflects our core expectations of being safe, respectful and trying our best. We work hard to encourage full-time attendance so fixed

term exclusion is a final sanction in ensuring the good order and discipline of the school we believe is necessary for learning to take place. We will also take particular care to make alternative arrangements to ensure that young people do not miss opportunities to take public examinations on account of behaviour which may in fact reflect the associated stress and anxiety e.g. we may choose to provide a second examination room where the pupil can still sit their examination away from their peers.

However, in some circumstances, a fixed-term exclusion of between 1 and 5 days may need to be considered to allow the school to reflect with parents, carers and social workers on the cause of the incident and to plan for the safe and successful reintegration of the student. We also seek to listen to the voice of the young person as to what support they need to succeed.

Such extreme circumstances might include the following, which is not an exhaustive list, but individual needs, risk and context will always be considered.

- a) Extreme or continued threats of violence or assault against peers or adults
- b) Actual violence against pupils or adults
- c) Peer on peer abuse or bullying
- d) Sexual harassment or violence
- e) Serious non-accidental damage to property
- f) Supplying an illegal drug or alcohol
- g) Carrying an offensive weapon

These criteria are not the only factors which can contribute to decisions about exclusion. The Headteacher's responsibility is to make careful and informed decisions which balance the needs of the child and the school community, including other students' learning and wellbeing. These collective interests cannot always be reconciled, of course. We are well aware of this and accept that on some occasions the collective good may need to prevail over individual considerations.

Whenever a fixed-term exclusion is served, parents/carers and the placing Local Authority (including the Virtual Head and social worker for any Children who are Looked After) will be notified. Parents and carers will be telephoned at the earliest opportunity and will subsequently receive a letter detailing the rationale for the exclusion and informing them of their right to appeal and the process they should follow if they choose to exercise this right. The Governing Body, chaired by Leo Guy, Director of Education will consider parents' representations about exclusion.